

***Utah Educator
Supply and Demand Study
2003-2004***

***Conducted for the
Utah State Office of Education and the
Board of Regents by the
Instructional Technology Department at
Utah State University***

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Executive Summary

This study, conducted under contract with the Utah State Office of Education (USOE), looked at the supply and demand for Utah educators in this and upcoming years. Data were drawn from the Utah State Office of Education teacher licensure database called “Computer Accessed Credentials of Teachers in Utah Schools” (CACTUS) and from two questionnaires sent to Utah districts and two questionnaires administered to the Utah Colleges of Education. The study was conducted from July 2003 to March 2004. Overall, the question driving the research was: To what extent will present sources of supply for Utah Educators keep up with projected demands? These are the main findings.

- **Growth in the student population in the state is projected to be 49% over the next twenty years.** This means an additional 11,818 teacher positions will be required over that time period (591/Yr.). (*See State Report, p. 16*)
 - **Current overall attrition of teachers is 11.1% (2,777 teachers) per year.** This includes a current rate of attrition due to retirement of 3% (663 teachers). Retirements are expected increase to 1017 per year over the next ten years. An increase of retirement attrition to 4.6% means that overall attrition will be 12.7% if other factors remain constant. Translated, this means that 67,639 vacancies (in addition to the new positions mentioned previously) will have to be filled over the next 20 years. The annual number of positions lost to attrition over 20 years is 3,381 per year if retirements increase as expected. (*See State Report, p. 16*)
 - Ten of the forty school districts report unfilled positions at this time: Alpine, Davis, Ogden, San Juan, Sevier, South Sanpete, Uintah, Wasatch, Washington, Weber. (*See District Reports, pp. 22-102*)
 - **Projected unmet need for educators totals 1,175 per year** (571 per year for growth plus 3,381 per year for attrition minus 2,777 currently placed per year).
 - Less than 7% of Utah educators are minorities. 15% of the student population in Utah are minorities. (*See State Report, p. 15*)
 - Only 21% of the state’s teachers have ESL endorsements. Some districts have no ESL-endorsed teachers. The district having the highest percentage of ESL-endorsed teachers is San Juan District. 47.5% of its teachers hold ESL endorsements. (*See District Reports, pp. 22-102*)
 - No Child Left Behind (NCLB) is projected to have varying impacts on districts. Some district representatives who currently report staffing difficulties anticipate even more trouble finding adequate numbers of teachers in future years. Others anticipate no change at all in the level of success they achieve in finding adequate personnel to meet their positions. (*See District Reports, pp. 22-102*)
 - **Speech pathology and special education are the most difficult positions to staff in the state.** Math and science teachers come next on the list. (*See State Report, p.17, & District Reports, pp. 22-102*)
 - Colleges of education recommended 18,018 teachers for licensure over the past 5 years (avg. 3,604 per year). Based upon current placement rates, 2,350 additional graduates per year will be required to meet the needs based upon growth and attrition. (*See College and University Reports, pp. 103-125*)
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- There are 10,959 previously licensed educators who are not currently employed in the schools living in Utah. Of these, 2,962 of these are under 30, 3,890 are between 30-50 years of age, and 4,107 are over the age of 50. (*See State Report, pp. 14-15*)

In conclusion, this research documents a major projected shortfall of 1,175 educators per year in Utah over the next 20 years. While we acknowledge that with the exception of the areas of speech pathology and special education and to a lesser extent math and science, the system is meeting demand, it will be hard pressed to continue that success without taking proactive steps. In the short run (1-5 years) this deficiency may possibly be met by increasing the proportion of graduates who take jobs in Utah and by drawing upon previously licensed educators. In the long run (6-20 years), however, the Colleges of Education of the State's colleges and universities will need to boost the numbers of graduates, or the districts will need to attract more educators from out of State or develop a larger cadre of persons receiving alternative licensure.

While the magnitude of this shortfall is manageable now, steps must be taken at all levels—the district, the State Office of Education, the Board of Regents and the Legislature—to maintain adequate numbers and quality of training of Utah's Educators.

Acknowledgements

The authors of this study wish to acknowledge the invaluable assistance of Jan Brittain and John Brandt of the Computer Services Department at the Utah State Office of Education. We also appreciate the diligent efforts of college, university and district personnel in pulling together the information this research required.

About This Report

The 2003-2004 Utah Educator Supply and Demand Study Report has been structured as follows:

- Executive Summary
- About This Report
- Table of Contents
- The Study
 - Recommendations for Meeting Demand
 - Methods
 - Findings
 - Recommendations for Further Study
- Dashboard
- Reports
 - State Report
 - District and Regional Reports
 - College and University Reports
 - Appendices

The Executive Summary looks at overall findings provided in the report.

The Study provides details as recommendations, study methods, findings, and recommendations for further study.

The State Dashboard is a single page summary of important findings including:

- Current position needs in the district
- Balance in gender or ethnicity
- Percentage of ESL certified
- Perceived impact of NCLB on the district.

Findings are broken down into the following sections:

- **The State Report** includes statewide attrition and retirement numbers, overall trends in growth in the state, sources of teachers within the state, and information regarding gender and ethnic balance in the state. Sections on ESL and No Child Left Behind (NCLB) are also included.
 - **The Regional and District Reports** break down supply and demand information for each district. The numbers from districts in the 4 regional service areas are also aggregated into a Regional Report. Information included is gender and ethnicity breakdowns for the district, retirees over the past five years, the source of new hires to the district, enrollment growth and anticipated teacher needs.
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- **College and University Reports.** The information from the Colleges of Education of Utah's Colleges and Universities includes two key pieces of information. First: what areas of licensure are being taught at the institution and the numbers graduating in those areas; second, the areas of placement for graduates from those programs.
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The Study

Recommendations for Meeting Demand

Demand for teachers over the next 20 years will be significant. In order to meet this demand, Utah's colleges of education at the state's higher education institutions, the primary source of new recruits, will have to do two things: increase enrollment and place a greater percentage of their students in the school districts in the state of Utah. Also, action by the Utah State Office of Education will be needed to help educators who have left the profession to raise their families return to the profession (Robertson & Thorkildsen, 2001). Otherwise, it will fall on the various school districts of the state to recruit teachers from other states. If that were to occur, considering the negative press teacher salary levels in Utah have received in recent years, it may prove difficult to entice qualified teachers to come to Utah in sufficient numbers to meet demand.

When recruiting, it is important for district personnel to look at gender and ethnicity. The percentage of men working as teachers is typically much smaller than the female population. In administration, however, the percentages are basically reversed. In terms of ethnicity, 15% of the Utah student population is not Caucasian. Less than 7% of the educator population is comprised of these groups. Programs promoting the education and placement of minority teachers would be worthwhile.

Findings

Findings of the study are provided as state, regional, district, and college and university reports. The state report looks at general trends in the state and addresses many of the issues brought up in this study.

The focus of the reports for the regional service centers is to give an aggregate glimpse of important characteristics of the districts by region. The district reports look at growth, ethnicity, gender, placement, ESL endorsement, and the impact of No Child Left Behind on the districts. Another important element is the number of teachers placed in the district by Utah's colleges and universities.

The college and university reports show the numbers of educators recommended for licensure as well as placement of teachers throughout the state.

Method

Research Questions & Data Collection.

Useful supply and demand reporting requires accurate and appropriate data answering the right questions. Because of financial and time limitations, it is critical to define an initial set of correct questions. Based upon ongoing conversations with State Board of Education members, a select set of superintendents, and the Council of Deans of Colleges of Education, the following questions were chosen to guide this report.

The data to answer the questions was collected through the State CACTUS system, Utah Retirement Systems, the Utah Governor's Office of Planning and Budget, the Utah State

Office of Education, and two surveys completed by colleges of education and districts as indicated below.

1. How many educators will be needed in Utah Public Schools over the next 10 years based on current teacher/pupil ratios?
Projections for student population growth over the next 10 years were obtained from the Governor's office and need was calculated on the current teacher/pupil ratio of an FTE of 27.
 2. How many educators are projected to retire over the next 10 years based on current trends?
Retirement projections are based on retirement trends from 1999-2003 and age of the current educator population.
 3. How many educators do educator licensure programs in Utah prepare annually?
Data on educator licensure was obtained from nine colleges of Education and the USOE Alternative Routes to Teacher licensing.
 4. How many educators are entering the force after being trained in programs outside of Utah?
These calculations were calculated based on data from CACTUS.
 5. How many educators licensed in Utah take education positions in Utah?
These data were from CACTUS.
 6. What are the age, gender and ethnic distributions of educators in Utah?
Age, gender and ethnic distributions of educators were gathered from CACTUS and individual school districts.
 7. How many educators are hired annually in each curriculum area?
This study did not verify the number educators that are hired annually in each curriculum area.
 8. How many educators teach out of their major discipline?
Letter of authorization data from CACTUS and district surveys determined the number of Educators teaching out of field.
 9. Are Utah schools meeting the requirement to have "highly qualified" teachers in every classroom?
Questions regarding the level of educator qualification have not been answered in this study as there are multiple state and federal definitions of "highly qualified" and these definitions are currently being reviewed and revised.
 10. Which disciplines or positions are likely to experience shortages over the next 10 years?
Questions regarding current and projected shortages were answered through responses to surveys on the district level.
 11. Which regions and districts in Utah are likely to experience shortages over the next 10 years?
Answers to which regions and districts in Utah are likely to experience shortages over the next 10 years were answered based on survey feedback and CACTUS data.
 12. Are there areas of over supply in particular disciplines or regions?
Areas of potential oversupply were calculated based on survey feedback and CACTUS data.
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Additional information was obtained from the 2003 Educator Supply and Demand Research Study, (2004, American Association for Employment in Education, Columbus, OH) and Data Systems to Enhance Teacher Quality (2003, State Higher Education Executive Officers).

Some of these questions can be answered while others are difficult to answer at this time due to lack of coordinated data systems and reporting in the State.

Reliability and Validity

Attempts have been made to collect complete and accurate data. Due to the dynamic nature of the field, no study can reflect the daily fluctuations in supply or demand, but we believe that trends are clearly reported on state, region and district levels.

Threats to validity include conflicting data from district and state sources, missing data, and multiple interpretations of survey questions. As previously stated, definite trends emerge consistently across districts, regions and the state. Where conflicting information has been encountered, and after our best efforts at reconciliation had occurred, we as researchers made judgments of the most accurate data sources to report.

Data Analysis

The growth projections and attrition are the two sections of this report that relied on specific calculations, based on assumptions as follows:

Growth was determined by analyzing the Utah State's Office of Management and Budgeting Projections spreadsheet for county by county growth for the next 30 years. Growth numbers for the population aged 5-17 for each year were translated into percentages and used to calculate student population numbers based on base figures from the Utah State Office of Education Directory. Growth percentages were applied uniformly to all districts in a county with the understanding that actual differences in districts' growth rates may cause the number to vary slightly. For example, Ogden and Weber districts are both found in Weber county and probably have different growth rates. Teacher numbers were determined by using the state teacher-to-pupil ratio of 22:1 (Utah State Legislature, 2003).

Attrition for the report was calculated based upon the attrition levels for all educators for the last three years (about 11.1%) plus an adjustment based upon the likelihood that retirements would increase based upon the age of the educator population. This placed the rate of annual attrition at 12.7%, a fairly high rate, but one we feel is accurate.

Retirement estimates were made based upon the following schedule: 100% of educators currently over 60 will retire in the next 10 years; 75% of educators between the ages of 50-59 will retire in the next 10 years; 25% of the educators between the ages of 40-59 will retire in that period.

English as a Second Language (ESL) endorsed personnel percentages for the districts are based on the ratio of ESL-endorsements to teachers, not to all certified personnel.

Other numbers and comments have been recorded without modification from their data sources.

Recommendations for Further Research

Future Supply and Demand studies will be expedited if the following recommendations are implemented by the Utah State Office of Education.

1. Examine this report and standardize the data requested annually from the districts so that a single annual survey as currently conducted will yield the required data, so that additional surveys are not needed.
2. Develop a method of data retrieval so that productions of future versions of this report can be automated.
3. Further refine the research questions so that deeper understanding of the issues can be obtained.
4. Move the database platform to a current, standardized platform for simpler data retrieval. The present CACTUS database is not standard and its output is more difficult to use than it needs be.
5. Meet periodically with USOE personnel involved with retrieving the data so as to develop working protocols for partnership with researchers.
6. Work to standardize licensure areas and teacher assignment definitions in order to determine 'qualification' level of educators wording in multiple assignments.
7. Identify the best time to ask about unfilled positions.
8. Create an oversight committee including superintendents, deans, representatives from the Board of Regents and the Utah State Office of Education (including a database expert).

Important Notes from Other Studies

The **AAEE 2003 Supply and Demand Study** indicates the following trends and observations for Region 2, which includes Utah.

Data Trends

- "The special education fields of multicategorical, hearing impaired, and mental retardation are reported in considerable shortage, as are speech pathology, physics, chemistry, and biology.
- "No fields are reported in considerable surplus.
- "Social studies, physical education, dance, and art/visual education are reported as having some surplus."

Observations and comments





- "There is a fear that testing all candidates for subject-matter competence will negatively impact the number of available minority candidates.
 - "Utah's budget shortfalls of the past two years have precipitated a decline in teacher hiring and an increase in class sizes."
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













































































Educator Supply and Demand in Utah (Robertson & Thorkildsen, 2001)

- 40% of graduates from colleges of education did not seek any teaching jobs.
- 40% of new teachers who are hired quit within 5 years. 63% of this group left to rear a family.

State Dashboard

The following is a brief look at important areas of supply and demand information for the districts:

Legend	 =Purple	 =Green	 =Yellow	 =Red
Filled/Unfilled		No Unfilled		Current Unfilled
Growth (20 Years)	Attrition/No Growth	0-25%	25-50%	50% or higher
ESL	30% or Higher	20-30%	10-20%	0-10%
NCLB	Change, neither Positive or negative	Positive Impact	No Impact	Negative impact

District	Filled	Growth	ESL	NCLB	District	Filled	Growth	ESL	NCLB
Alpine					Nebo				
Beaver					North Sanpete				
Box Elder					North Summit				
Cache					Ogden				
Carbon					Park City				
Daggett					Piute				
Davis					Provo				
Duchesne					Rich				
Emery					Salt Lake City				
Garfield					San Juan				
Grand					Sevier				
Granite					South Sanpete				
Iron					South Summit				
Jordan					Tintic				
Juab					Tooele				
Kane					Uintah				
Logan					Wasatch				
Millard					Washington				
Morgan					Wayne				
Murray					Weber				

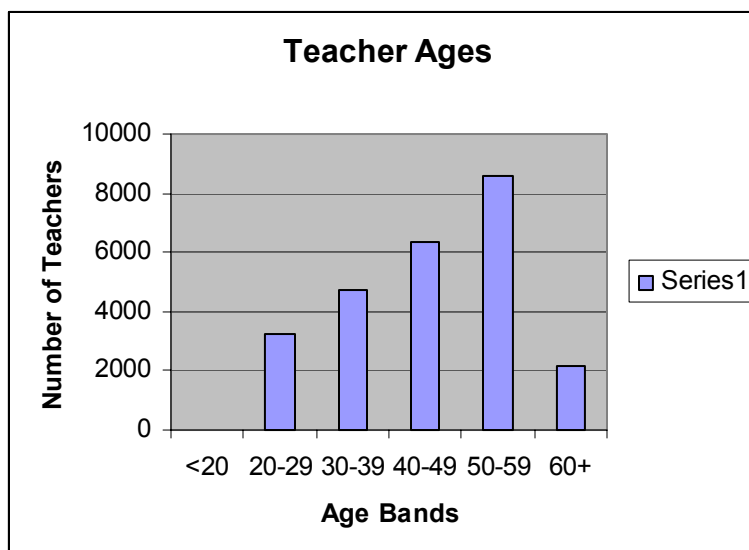
State Report

The Supply and Demand of educators in Utah is currently going through a variety of fluctuations. With decreasing budgets, school districts are increasing class sizes to utilize the same number of teachers to teach an increasing number of students. While this solution will work in the short term, it seems unlikely to work in the long term. Over the next 20 years, student enrollment is expected to increase 49% (260,000 students) in the state (Office of Budget and Planning, 2003). The current FTE ratio (the funding ratio) in the state is 27:1. The teacher/student ratio is around 22:1 (Utah State Legislature, 2003). Dividing total student growth by the teacher/student ratio means that approximately 11,818 new teacher positions will be required to meet growth projections.

In terms of teacher attrition, current attrition of licensed educators in the state is 11.1% meaning that approximately 2,777 licensed educators will leave teaching this year (See Appendix C). Of that number, 23.8% will be retiring. The current median age of teachers in the state is near 50.

One potential impact of the aging of the teacher population is the increase of the retirement figure to 1017 per year (on average) for the next ten years. This is based on holding the number of teachers over 60 constant. Thus if Utah loses 10,170 teachers to retirement over the next 10 years (accounting for population aging and maintaining the current levels of educators over 60), this raises the attrition rate by 354 teachers per year to 3,131. When growth is factored in, the number is 3,381 per year.

Current attrition of licensed educators in the state is 11.1%.



Supply Issues

Currently almost all of Utah's school districts list Colleges of Education as the primary source of teacher hires with transfers from other districts providing the remaining hires. Unless funding models for higher education in the state change, these numbers will continue. However, it is worth noting that roughly half the teachers trained in the state come from Brigham Young University, a private, not state-funded, institution (see College and University Report for more details). If numbers of graduates who remain in Utah does not increase, the number of teachers recruited from out of state districts or colleges of education will have to increase (see Table--Growth below).

Of teachers hired over the past five years with degrees from schools other than those mentioned in this report, 519 are currently employed in school districts. If attrition rates for this population match those of the students graduating from Utah colleges of education, approximately 705 teachers were hired from other institutions in the past five years.

Another source of teachers is the alternative certification program. There are currently 398 teachers going through the Alternative Route to Licensure program offered by the Utah State Office of Education. This is not the only such program. There are 1,205 teachers working using Letters of Authorization. The State Office program only accounts for 33% of these teachers, meaning that two-thirds of those seeking licensure by alternative means are not using the program offered by the State Office of Education.

There are 10,959 previously licensed educators who are not currently employed in the schools living in Utah. Of these, 2,962 of these are under 30, 3,890 are between 30-50 years of age, and 4,107 are over the age of 50.

Table--Growth

Growth	2003	2008	2013	2018	2023	Totals
Attrition (12.7%)	--	14103.35	15432.20	17979.17	20124.72	67639.44
Student Growth	--	46039.01	88241.43	74333.81	27335.66	235949.92
% Growth (2003 baseline)	--	9.60%	28.00%	43.50%	49.20%	
% Growth (over 5 yrs)		9.60%	16.79%	12.11%	3.97%	
FTE Growth	--	2092.68	4010.97	3378.81	1242.53	10725.00
Total Need	--	16196.03	19443.18	21357.98	21367.25	78364.44
Student Pop.	479573	525612.01	613853.44	688187.26	715522.92	
Total Educators	22,210	24302.68	28313.66	31692.47	32935.00	

Table Definitions:

- Attrition—number of teachers leaving teaching.
- Student Growth—number of students added to the system by that date.
- % Growth (2003 baseline)—the percentage of growth compared to 2003 numbers.
- % Growth (over 5 years)—the percentage of growth compared to the previous period.
- FTE Growth—Increase in the number of educators based upon 22:1 FTE.
- Total Need—Sum of educators needed due to growth and due to attrition.
- Student Population—Total population including growth.

- Total Educators—Total educators including growth and replacement for attrition

Supply and Demand by Areas of Critical Need

The following table (Table—Shortage) shows the areas of most critical need as determined by a survey of the school districts in Fall, 2003 (USOE, 2003). To be included in this table, more than 25% of the school districts rated this area as most critical. The percentages are based upon the average graduations in that area divided by the projected need for endorsements based on current levels. Because data regarding which endorsement held by an individual educator is currently in use (they may have many) is not kept by CACTUS, this is the best estimate of needs by area. For the complete chart and explanation, please see Appendix E.

Table—Shortage

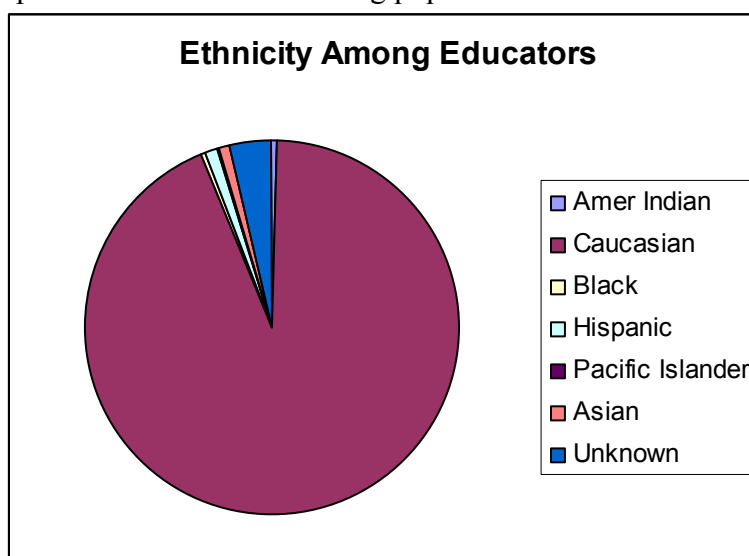
Criticality (# of districts reporting critical shortage)	Area	Total Positions	Attrition (12.7% over 10 years)	Growth: 24.5%	Total Need over 10 years	Per Year Need	Per Year Average of Graduates over past 3 years	Percentage of Needs Met by Graduates based on 50% Placement
21	Speech Pathology	506	642.62	123.97	766.59	76.659	86	56.09%
20	SPED Severely Handicapped	235	298.45	57.575	356.025	35.6025	31.33	44.00%
17	SPED Birth-5	43	52.07	10.045	62.115	6.2115	25	201.24%
17/12	Math Level 4/3	3595	4565.65	880.775	5446.425	544.6425	122	11.20%
13	Hearing Impaired	88	111.76	21.56	133.32	13.332	8.67	32.52%
13	SPED Mild/Moderate	1118	1419.86	273.91	1693.77	169.377	175.33	51.76%
12	Audiology	28	35.56	6.86	42.42	4.242	5.67	66.83%
12	Sign Language	8	10.16	1.96	12.12	1.212	0	0.00%
11	Visually Impaired	57	72.39	13.965	86.355	8.6355	4	23.16%
10	Physics	167	212.09	40.915	253.005	25.3005	20	39.52%

It is easy to see that there is a need for speech pathologists, special educators math, and physics teachers. The high need for speech pathologists is illuminating of the difficulties of predicting needs and placement. Last year there were 41 speech pathologists hired throughout the state. Compared to a graduation rate of 88, it would seem that there were sufficient graduates to meet the need. The fact that this is not so demonstrates the fact that for almost all disciplines, graduation does not equal placement. Thus the percentages are based on the 50% placement mentioned previously by Robertson and Thorkildsen (2001).

Balance in Ethnicity and Gender

Less than 7% of Utah educators are representative of ethnic minorities. This compares with a student population which is 15% minorities (USOE, 2003). Overall, the state's licensed educator population is 69.1% female. The supply follows national statistics in terms of women dominating elementary teaching numbers (90% female), a quasi-balance in secondary school teaching (53% female), and men dominating the administrative positions (60% male). Unless a change in recruiting and retaining teachers of various ethnic backgrounds and gender balance is pursued, this imbalance will continue. Sources describing the gender imbalance in education note similar findings in other parts of the USA (Sanders, 1997).

The number of ESL endorsed teachers in the state is 4,691.7. In terms of overall numbers, this represents 21% of the teaching population.



NCLB and Utah

Districts reported a variety of thoughts about the projected impact of NCLB and supply and demand. For some districts, NCLB would appear to have little impact. For others, it may become a significant issue due to the inability of some districts to recruit highly qualified teachers to their remote rural school districts.

Conclusion

Between growth and attrition, approximately 78,364.44 educators will be needed in Utah over the next 20 years (see Table-Growth). Colleges of education will produce approximately 78,860 educators in that same period. Given that current placement of graduates in Utah schools is 50% (Robertson & Thorkildsen, 2001), Utah will need to increase output by 65% or 2,350 educators per year or import 23,500 educators over the next 20 years to meet demand. Alternatives include making teaching in Utah more appealing so that new teachers stay in Utah or increasing the

Utah will need to increase output of teachers by 65% or 2,350 educators per year over the next 20 years to meet demand.

teacher/student ratio yet again. Utah is already 6 students higher than average teacher/student ratio in the nation (NCES, 2003).

While Utah has done well meeting the educator demand of its population, that will change as student numbers increase and older teachers retire. Proactive planning is imperative to balance the cost of education with the need for quality education of Utah's students.

Regional Reports

The Regional Reports combine the data from the four regional service area districts: Central Utah Educational Services (CUES), Northeastern Utah Educational Services (NUES), Southeast Educational Service Center (SESC), and Southwest Educational Development Center (SEDC).

Regional Characteristics noted in this section:

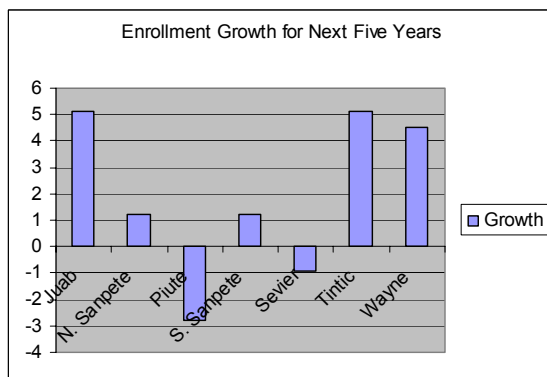
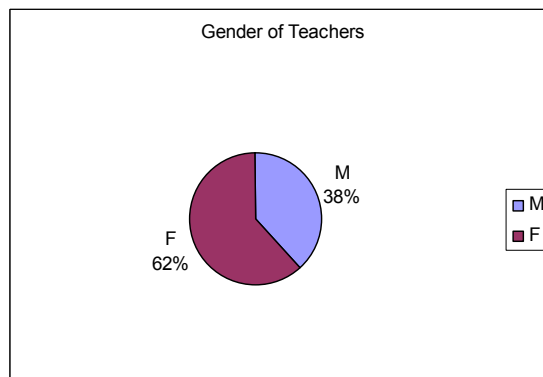
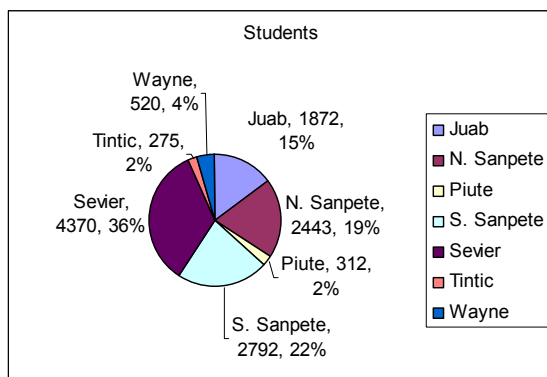
- **Student Enrollment by district and by region.**
 - **Total Numbers of Licensed Personnel**
 - **Teacher/Administrator percentages disaggregated by Gender**
 - **Total Number of Teachers on Letter of Authorization (LOA)**
 - **Total Anticipated Growth Over 5 Years**
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CUES

Districts: Tintic, Juab, North Sanpete, South Sanpete, Sevier, Piute, Wayne

Summary Table

	Students	Staff	M	F	LOA	ESL	Growth %
Juab	1872	93.5	29	64.5	6	1	5.1
N. Sanpete	2443	127.3	50.3	77	3	16	1.2
Piute	312	24.2	10.5	13.7	0	0	-2.8
S. Sanpete	2792	163.6	68.6	95	11	31	1.2
Sevier	4370	235	91.4	143.6	19	0	-0.9
Tintic	275	23.9	10.8	13.1	1	1	5.1
Wayne	520	40	10.4	29.6	0	0	4.5
Totals	12584	707.5	271	436.5	40	49	

Charts**Dashboard**

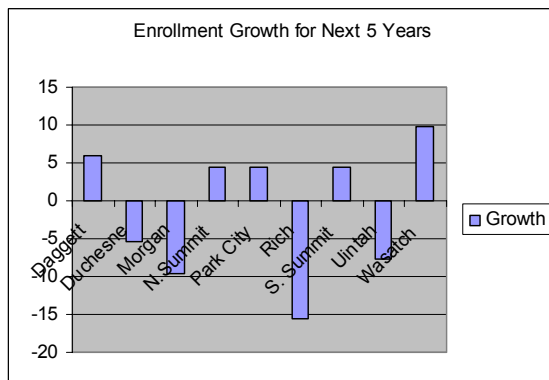
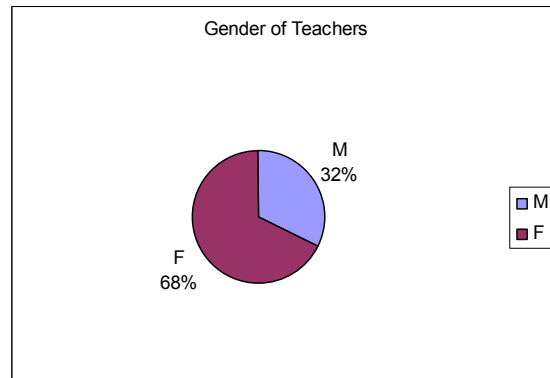
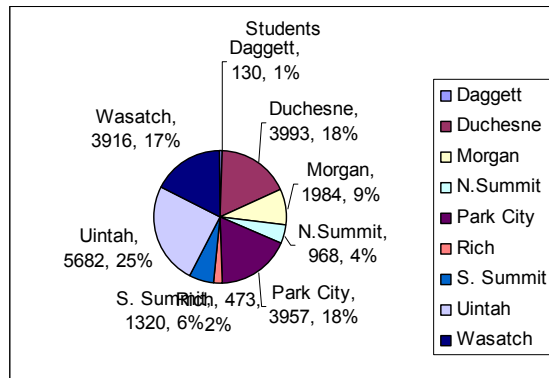
	Filled	Growth	ESL	NCLB		Filled	Growth	ESL	NCLB
Juab	G	Y	R	Y	South Sanpete	R	Y	G	R
North Sanpete	G	Y	Y	Y	Tintic	G	Y	R	R
Piute	G	G	R	R	Wayne	G	R	R	Y
Sevier	R	G	R	Y					

NUES

Districts: Rich, Morgan, North Summit, South Summit, Park City, Wasatch, Duchesne, Daggett, Uintah

Summary Table

	Students	Staff	M	F	LOA	ESL	Growth %
Daggett	130	14.8	5	9.46	11	0	6
Duchesne	3993	241	93.5	147.7	32	40	-5.4
Morgan	1984	106.8	39.8	67	3	3	-9.6
N.Summit	968	61.8	21	40.7	4.5	1	4.5
Park City	3957	267	59.7	207.3	30	78	4.5
Rich	473	37.8	15	20.8	7	4	-15.5
S. Summit	1320	81.9	29	52.9	15	1	4.5
Uintah	5682	313.8	94.5	219.3	6	0	-7.7
Wasatch	3916	225.1	75.2	149.9	12	11	9.8
Totals	22423	1350	432.7	915.06	120.5	138	

Charts**Dashboard**

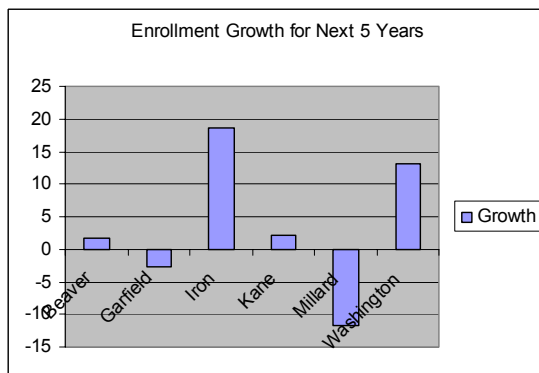
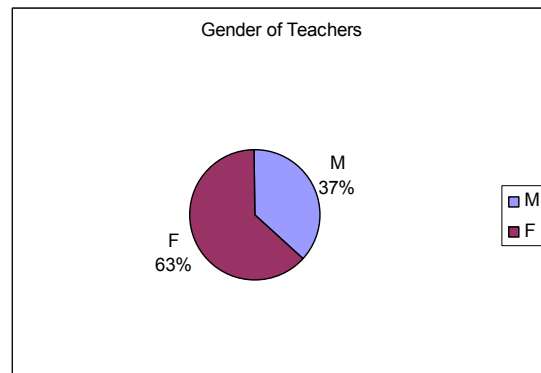
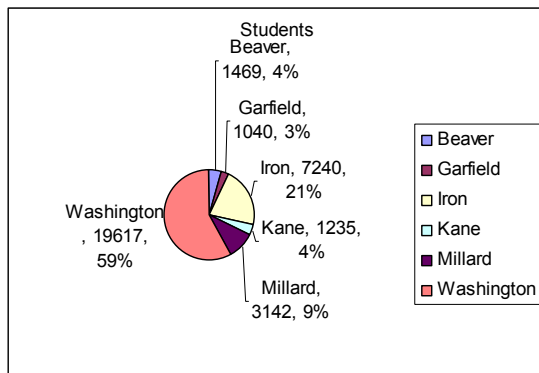
	Filled	Growth	ESL	NCLB		Filled	Growth	ESL	NCLB
Daggett	G	G	R	Y	Rich	G	P	Y	R
Duchesne	G	G	Y	R	South Summit	G	R	R	R
Morgan	G	Y	R	P	Uintah	R	P	R	Y
North Summit	G	R	R	R	Wasatch	R	R	R	R
Park City	G	R	P	R					

SEDC

Districts: Millard, Beaver, Iron, Garfield, Washington, Kane

Summary Table

	Students	Staff	M	F	LOA	ESL	Growth %
Beaver	1469	114	65.3	48.7	26	30	1.8
Garfield	1040	79.4	32.2	47.2	23	4	-2.6
Iron	7240	390.3	115	275.3	2	29	18.6
Kane	1235	80.5	32.9	47.6	37	9	2.2
Millard	3142	191.8	76.9	114.9	13	44	-11.7
Washington	19617	1031.3	370.8	660.5	57	90	13.1
	33743	1887.3	693.1	1194.2	158	206	

Charts**Dashboard**

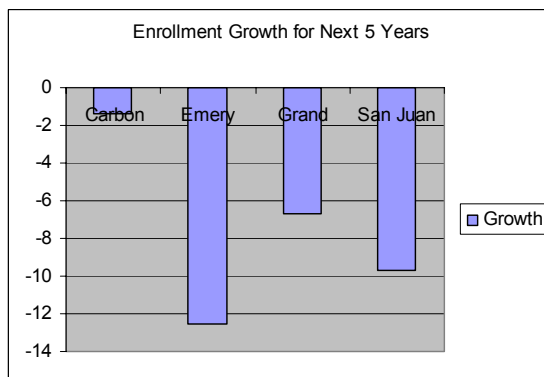
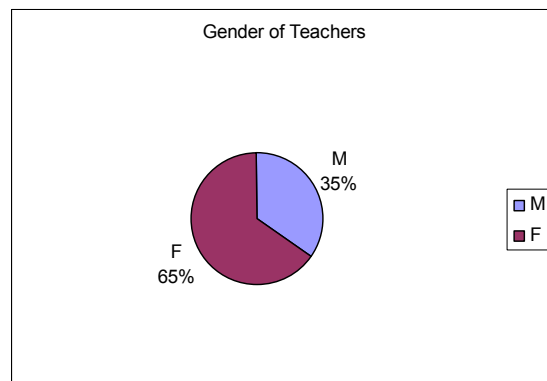
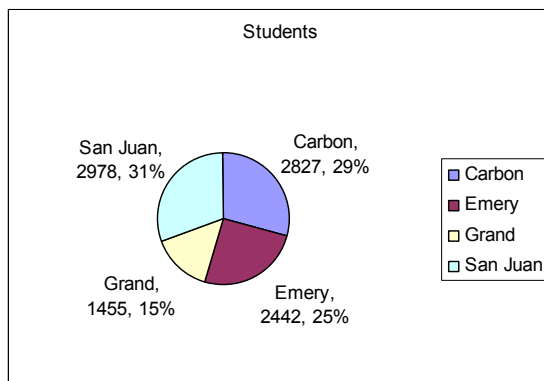
	Filled	Growth	ESL	NCLB		Filled	Growth	ESL	NCLB
Beaver	G	Y	G	R	Kane	G	R	Y	R
Garfield	G	Y	R	Y	Millard	G	P	G	Y
Iron	G	R	R	Y	Washington	R	R	Y	R

SESC

Districts: Carbon, Emery, Grand, San Juan

Summary Table

	Students	Staff	M	F	LOA	ESL	Growth %
Carbon	2827	233	59.5	173.6	18	2	-1.4
Emery	2442	146.3	64.2	82.1	7	10	-12.5
Grand	1455	93	28.6	64.4	17.5	2.7	-6.7
San Juan	2978	245.2	95.9	149.3	37	91	-9.7
Totals	9702	717.5	248.2	469.4	79.5	105.7	

Charts**Dashboard**

	Filled	Growth	ESL	NCLB		Filled	Growth	ESL	NCLB
Carbon	G	Y	R	R	Grand	G	P	R	R
Emery	G	P	R	R	San Juan	R	G	P	R

District Reports

The District Reports for the Educator Supply and Demand study include the following information:

- **District Growth Characteristics**

Table Definitions:

- Attrition—number of teachers leaving teaching.
- Student Growth—number of students added to the system by that date.
- % Growth (2003 baseline)—the percentage of growth compared to 2003 numbers.
- % Growth (over 5 years)—the percentage of growth compared to the previous period.
- FTE Growth—Increase in the number of educators based upon 22:1 FTE.
- Total Need—Sum of educators needed due to growth and due to attrition.
- Student Population—Total population including growth.
- Total Educators—Total educators including growth and replacement for attrition

- **Teacher/Administrator Breakdown by Gender**
 - **Teacher/Administrator Breakdown by Ethnicity**
 - **Total Teachers on Letter of Authorization**
 - **Total Unfilled Positions**
 - **Retired Teachers over the last 5 years**
 - **Total ESL Certified-Teachers**
 - **Total Anticipated Attrition over 5,10,15 and 20 years**
 - **Total Anticipated Growth Over 5,10,15 and 20 Years**
 - **Anticipated Needs for Next 5,10,15 and 20 Years**
 - **Source of Teachers**
 - **Anticipated Impact of No Child Left Behind:** This section includes direct quotes from the districts.
 - **Summary:** Researcher analysis of salient points in the district data.
-

Alpine School District

Filled	Growth	ESL	NCLB
R	R	G	P

District Growth Characteristics **R**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	1549.40	1838.60	2255.38	2563.01
Student Growth	--	10019.46	14439.81	10657.96	1178.76
% Growth (2003 baseline)	--	20.40%	49.80%	71.50%	73.90%
% Growth (over 5 yrs)	--	20.40%	24.42%	16.77%	1.97%
FTE Growth	--	455.43	656.36	484.45	53.58
Total Need	--	2004.83	2494.95	2739.84	2616.59
Student Pop.	49115	59134.46	63554.81	59772.96	50293.76
Total Educators	2440	2895.43	3551.79	4036.24	4089.82

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	15	0	15	100.0%	0.0%
Elementary	974	125.5	1099.5	88.6%	11.4%
Secondary	424	351	775	54.7%	45.3%
Library Media	12	5	17	70.6%	29.4%
School-level Admin	26.5	66.5	93	28.5%	71.5%
Special Education	216	46	262	82.4%	17.6%
Counseling	42	37.5	79.5	52.8%	47.2%
District-level Admin	2	8	10	20.0%	80.0%
Other	66	23	89	74.2%	25.8%
Total	1777.5	662.5	2440	72.8%	27.2%

Overall Ethnicity

American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
7	13	1	2202.08	16.7	2.5	128.8	2371.08

Total Teachers on Letter of Authorization: 94**Total Unfilled Positions **R**: 39 (2 Science, 1 History, 2 German, 1 Lang. Arts, 13 Spec. Ed—Mild/Mod, 6 Spec. Ed—Severe, 7 Psychologist, 3 Speech Path, 3 Math)****Retired Teachers over the last 5 years: 270****Total ESL Endorsed-Teachers **G**: 514 (25.9%)****Summary**

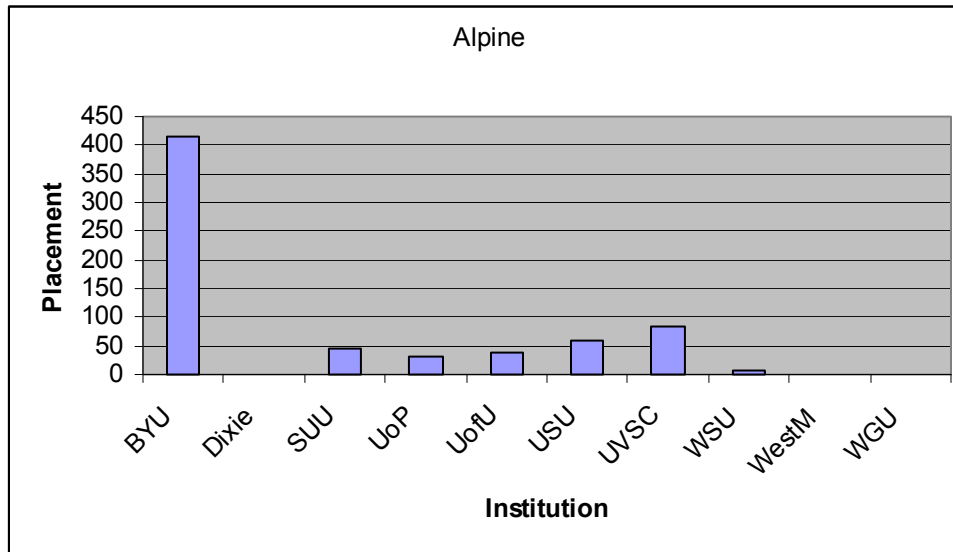
Alpine is a large and growing district that will continually experience a personnel turnover of 1-2% as reflected in the current year.

Projected student populations for this district indicate overall student growth to be 20.4% for the next five years and nearly 74% over the next 20 years with the greatest growth (49.8%) occurring over the next 10 years (Utah State Department of Economic Analysis,

2003). The difference in total educator numbers and ethnicity numbers is a result of teacher interns not being included in the ethnicity numbers.

Source of Teachers

The following chart indicates the source of new hires in the Alpine School District for the last five years who are still working in the district.



Anticipated Impact of No Child Left Behind ^P

Hiring may be impacted in the future as preference would be given to 'highly qualified' educators or those who pass the PRAXIS test before leaving the university.

Beaver School District

Filled	Growth	ESL	NCLB
G	Y	G	R

District Characteristics **Y**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	72.39	73.15	76.80	81.51
Student Growth	--	26.44	126.33	163.06	142.49
% Growth (2003 baseline)	--	1.80%	10.40%	21.50%	31.20%
% Growth (over 5 yrs)		1.80%	8.45%	10.05%	7.98%
FTE Growth	--	1.20	5.74	7.41	6.48
Total Need	--	73.59	78.90	84.21	87.98
Student Pop.	1469	1495.44	1621.78	1784.84	1927.33
Total Educators	114	115.20	120.94	128.36	134.83

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	0.5	0	0.5	100.0%	0.0%
Elementary	36.6	29.8	66.4	55.1%	44.9%
Secondary	9.6	20.67	30.27	31.7%	68.3%
Library Media	0	1	1	0.0%	100.0%
School-level Admin	0	4.6	4.6	0.0%	100.0%
Special Education	1.5	3.25	4.75	31.6%	68.4%
Counseling	0.5	1	1.5	33.3%	66.7%
District-level Admin	0	3	3	0.0%	100.0%
Other	0	2	2	0.0%	100.0%
Total	48.7	65.32	114.02	42.7%	57.3%

Overall Ethnicity

American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
1			77.07			5	83.07

Total Teachers on Letter of Authorization: 26**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 17****Total ESL Endorsed-Teachers **G**: 30 (29.5%)****Summary**

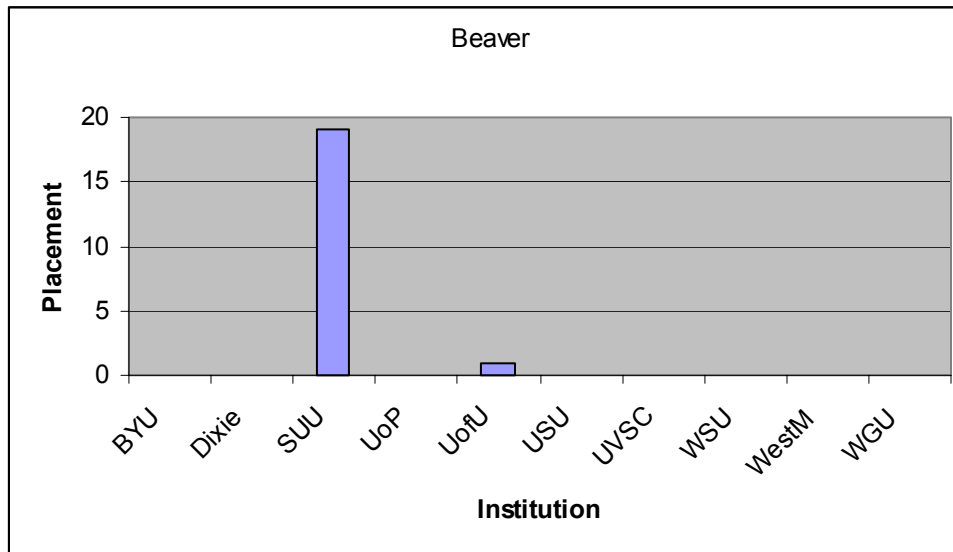
Beaver School District is currently not suffering from a shortage of educators partly due to the fact that personnel fill multiple positions. Interviews with district personnel suggest an ongoing need for speech pathologists and school psychologists even though there are no unfilled positions reported.

Projected student populations for the district indicate overall student growth to be less than 2% for the next five years with an accelerated growth projection at about 10% every five years for the next 15 resulting in a 31.2% increase over the next 20 years (Utah State Department of Economic Analysis, 2003).

Beaver has a higher than usual percentage of male teachers in both the elementary (44.9) and secondary (68.3) and 100% of administrators are men.

Source of Teachers

The following chart indicates the source of new hires in the Beaver School District for the last five years who are still working in the district.



Anticipated Impact of No Child Left Behind R

NCLB will make things harder and has currently impacted the hiring of aides. There is concern over filling positions in level 4 math and music, among others. Other areas difficult to staff include speech pathologists, school psychologist, physical therapists, and occupational therapists.

Box Elder School District

Filled	Growth	ESL	NCLB
G	Y	G	P

District Characteristics **Y**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	295.02	295.02	319.02	356.56
Student Growth	--	0.00	831.48	1300.52	980.72
% Growth (2003 baseline)	--	-0.50%	7.80%	20.00%	29.20%
% Growth (over 5 yrs)		0.00%	7.80%	11.32%	7.67%
FTE Growth	--	0.00	37.79	59.11	44.58
Total Need	--	295.02	332.82	378.14	401.14
Student Pop.	10660	10660.00	11491.48	12792.00	13772.72
Total Educators	464.6	464.60	502.39	561.51	606.09

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	0	0.5	0.5	0.0%	100.0%
Elementary	171.6	27.2	198.8	86.3%	13.7%
Secondary	62.6	84.5	147.1	42.6%	57.4%
Library Media	3.8	2	5.8	65.5%	34.5%
School-level Admin	21.8	8	29.8	73.2%	26.8%
Special Education	43	7	50	86.0%	14.0%
Counseling	12.8	8.2	21	61.0%	39.0%
District-level Admin	0	1	1	0.0%	100.0%
Other	6	4.6	10.6	56.6%	43.4%
Total	321.6	143	464.6	69.2%	30.8%

Overall Ethnicity

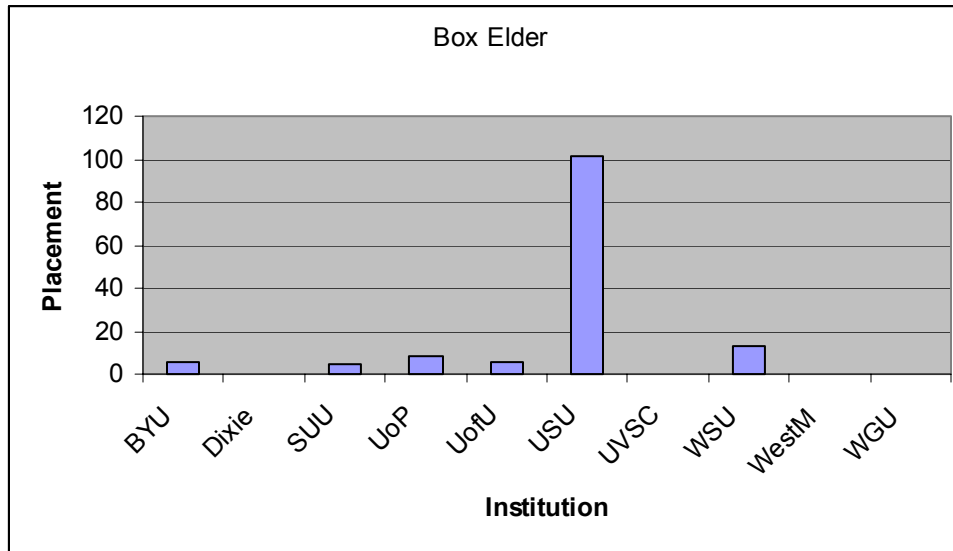
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
1	4		542.43	2		7.5	556.93

Total Teachers on Letter of Authorization: 15**Total Unfilled Position **G**s: 0****Retired Teachers over the last 5 years: 71****Total ESL Endorsed-Teachers **G**: 79 (21%)****Summary**

Box Elder School District has an unusually high number (73.2%) of school level administrators who are women even though the overall male-female ratios in the district are not atypical of public education in general. Interestingly, at the district level, all administrators are men

Source of Teachers

The following chart indicates the source of new hires in the Box Elder School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind ^P**

Comprehensive High Schools have depended on the flexibility of having teachers being able to teach more than one subject area. By forcing teachers to have a major or gain teaching qualification through HOUSE POINT we might have to decrease course offerings and electives will be hurt.

Preservice training for elementary teachers will have to adjust and provide more in the basic core areas. Until the universities get up to speed, elementary teachers will have to go back to school or take in-service courses to become “highly qualified.”

Cache School District

Filled	Growth	ESL	NCLB
G	R	G	Y

District Characteristics **R**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	418.08	484.16	610.64	701.26
Student Growth	--	2289.18	4382.14	3139.44	-680.21
% Growth (2003 baseline)	--	17.50%	51.00%	75.00%	69.80%
% Growth (over 5 yrs)		17.50%	28.51%	15.89%	-2.97%
FTE Growth	--	104.05	199.19	142.70	-30.92
Total Need	--	522.14	683.35	753.34	670.34
Student Pop.	13081	15370.18	19752.31	22891.75	22211.54
Total Educators	658.4	762.45	961.64	1104.34	1073.42

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	1.9	0	1.9	100.0%	0.0%
Elementary	212	30.1	242.1	87.6%	12.4%
Secondary	141	123	264	53.4%	46.6%
Library Media	14.8	4	18.8	78.7%	21.3%
School-level Admin	10.5	17	27.5	38.2%	61.8%
Special Education	62	8	70	88.6%	11.4%
Counseling	9.4	11	20.4	46.1%	53.9%
District-level Admin	2	3	5	40.0%	60.0%
Other	7.4	1.3	8.7	85.1%	14.9%
Total	461	197.4	658.4	70.0%	30.0%

Overall Ethnicity

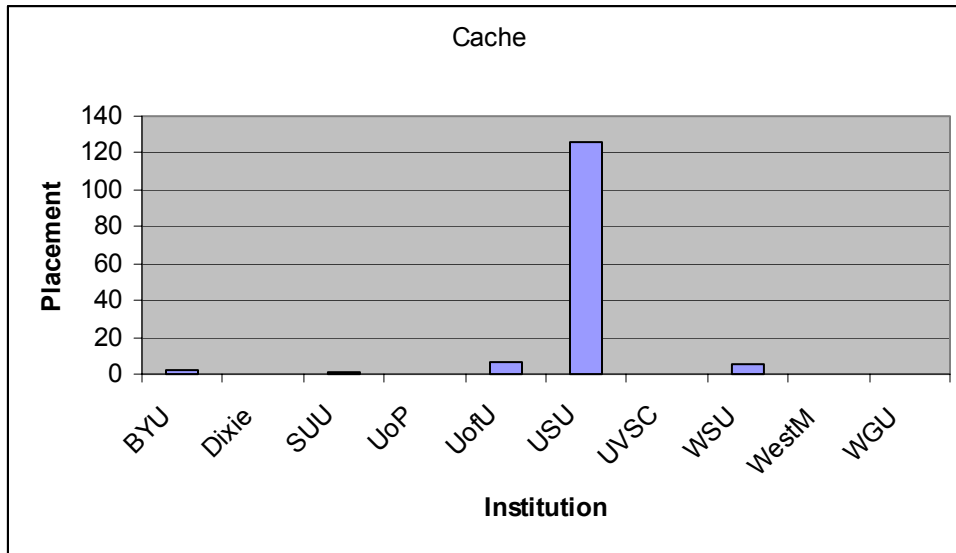
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
4.36			627.39	2.91		21.4	656.06

Total Teachers on Letter of Authorization: 10**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 46****Total ESL Endorsed-Teachers **G**: 149 (27.8%)****Summary**

Cache District shows a dramatic 50% growth rate over the next ten years and 74.9 followed by a slowing trend and even a decrease in student population by 2030. Proximity to USU should result in no problems with the supply of educators.

Source of Teachers

The following chart indicates the source of new hires in the Cache School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind** Y

Cannot Speculate.

Carbon School District

Filled	Growth	ESL	NCLB
G	Y	R	R

District Characteristics **Y**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	148.02	146.47	161.49	180.38
Student Growth	--	-53.58	520.47	654.42	294.68
% Growth (2003 baseline)	--	-1.40%	12.20%	29.30%	37.00%
% Growth (over 5 yrs)		-1.40%	13.79%	15.24%	5.96%
FTE Growth	--	-2.44	23.66	29.75	13.39
Total Need	--	145.58	170.13	191.24	193.78
Student Pop.	3827	3773.42	4293.89	4948.31	5242.99
Total Educators	233.1	230.66	254.32	284.07	297.46

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	2	0	2	100.0%	0.0%
Elementary	80.7	1.9	82.6	97.7%	2.3%
Secondary	38.1	43.6	81.7	46.6%	53.4%
Library Media	1	1	2	50.0%	50.0%
School-level Admin	7	5	12	58.3%	41.7%
Special Education	32	2	34	94.1%	5.9%
Counseling	5.8	3	8.8	65.9%	34.1%
District-level Admin	1	3	4	25.0%	75.0%
Other	6	0	6	100.0%	0.0%
Total	173.6	59.5	233.1	74.5%	25.5%

Overall Ethnicity

American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
3	1		213.33	12.8		4.5	234.63

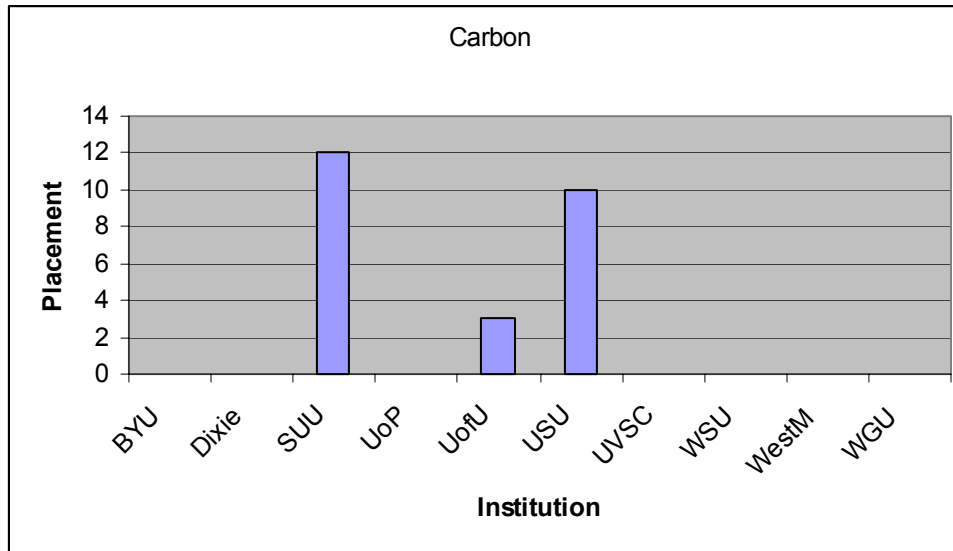
Total Teachers on Letter of Authorization: 18**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 35****Total ESL Endorsed-Teachers **R**: 2 (1.1%)****Summary**

Carbon School District is currently not suffering from a shortage of teachers.

Projected student populations for 2-District Sample County indicate overall student growth to be -1.4% for the next five years and 52.4% over the next 20 years (Utah State Department of Economic Analysis, 2003).

Source of Teachers

The following chart indicates the source of new hires in the Carbon School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind R**

Rural America always has difficulties in placing highly qualified personnel in all positions on their staff. NCLB has tightened the screws so much, that aide and teacher positions will become harder to fill as time goes on.

Daggett School District

Filled	Growth	ESL	NCLB
G	G	R	Y

District Characteristics **G**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	9.18	9.41	9.76	9.91
Student Growth	--	7.80	12.22	5.33	0.00
% Growth (2003 baseline)	--	6.00%	15.40%	19.50%	19.50%
% Growth (over 5 yrs)		6.00%	8.87%	3.55%	0.00%
FTE Growth	--	0.35	0.56	0.24	0.00
Total Need	--	9.54	9.96	10.00	9.91
Student Pop.	130	137.80	150.02	155.35	155.35
Total Educators	14.46	14.81	15.37	15.61	15.61

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	0	0	0	0.0%	0.0%
Elementary	4	1	5	80.0%	20.0%
Secondary	4	3	7	57.1%	42.9%
Library Media	0.25	0	0.25	100.0%	0.0%
School-level Admin	0.4	0.25	0.65	61.5%	38.5%
Special Education	0.75	0	0.75	100.0%	0.0%
Counseling	0	0	0	0.0%	0.0%
District-level Admin	0	0.75	0.75	0.0%	100.0%
Other	0.06	0	0.06	100.0%	0.0%
Total	9.46	5	14.46	65.4%	34.6%

Overall Ethnicity

American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
			15.76				15.76

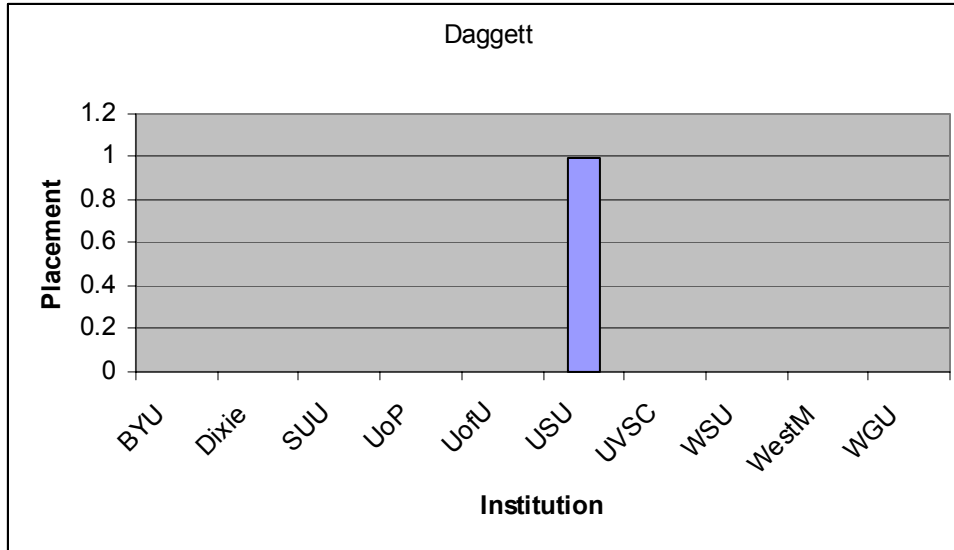
Total Teachers on Letter of Authorization: 11**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 2****Total ESL Endorsed-Teachers **R**: 0 (0%)****Summary**

Daggett School District is currently not suffering from a shortage of teachers. The number of teachers on letter of authorization may be attributable to the need of small districts to have individuals fill multiple positions.

Projected student populations for the 2-District Sample County indicate overall student growth to be 6% for the next five years and 19% over the next 20 years (Utah State Department of Economic Analysis, 2003).

Source of Teachers

The following chart indicates the source of new hires in the Daggett School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind**

None.

Davis School District

Filled	Growth	ESL	NCLB
R	Y	P	R

District Characteristics **Y**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	1942.66	1994.21	2148.87	2332.74
Student Growth	--	1786.08	5358.24	6370.35	3691.23
% Growth (2003 baseline)	--	3.00%	12.00%	22.70%	28.90%
% Growth (over 5 yrs)		3.00%	8.74%	9.55%	5.05%
FTE Growth	--	81.19	243.56	289.56	167.78
Total Need	--	2023.84	2237.76	2438.43	2500.52
Student Pop.	59,536	61322.08	66680.32	73050.67	76741.90
Total Educators	3059.3	3140.49	3384.04	3673.60	3841.39

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	39.5	2	41.5	95.2%	4.8%
Elementary	1196	73	1269	94.2%	5.8%
Secondary	580.6	477	1057.6	54.9%	45.1%
Library Media	12.6	7	19.6	64.3%	35.7%
School-level Admin	48	65	113	42.5%	57.5%
Special Education	248	44	292	84.9%	15.1%
Counseling	99.5	43.5	143	69.6%	30.4%
District-level Admin	11	4	15	73.3%	26.7%
Other	72.6	36	108.6	66.9%	33.1%
Total	2307.8	751.5	3059.3	75.4%	24.6%

Overall Ethnicity

American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
6	22.97	8.01	2949.35	30.5		8.8	3025.63

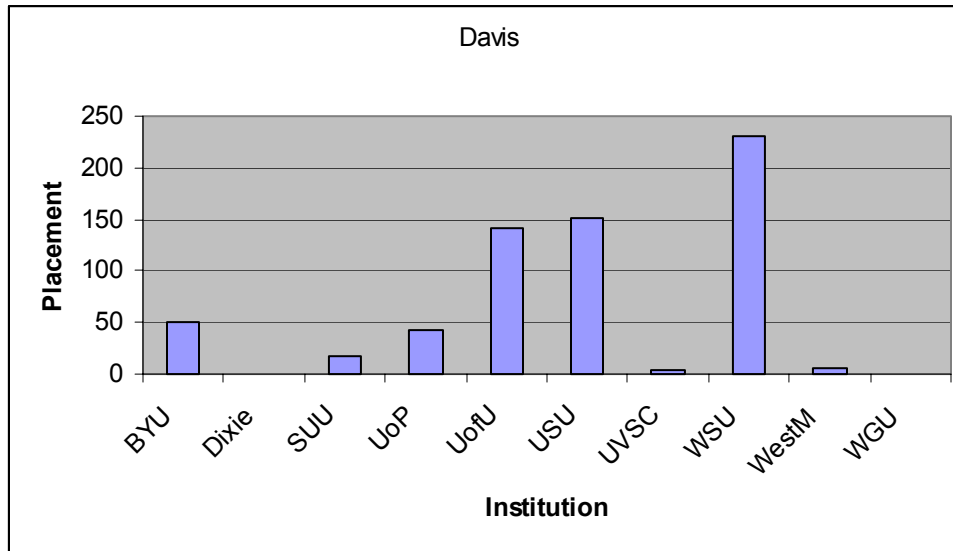
Total Teachers on Letter of Authorization: 159**Total Unfilled Positions **R**: Various (Special Ed, Math, Science, Tech. Ed, Foreign Language, Music Early Childhood)****Retired Teachers over the last 5 years: 397****Total ESL Endorsed-Teachers **P**: 970 (39.1%)****Summary**

Davis School District has an unusually high percentage of female elementary teachers at 94.2%, and an unusually high 73.3% of their district level administrators are women as well.

This district also has 39.1% of their teachers endorsed for ESL.

Source of Teachers

The following chart indicates the source of new hires in the Davis School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind R**

Given the stringent highly qualified teacher requirements imposed by NCLB, I expect our teacher applicant shortages will worsen considerably--particularly in areas such as special ed, math, science, and technology. To expect anything else would be naïve. On a positive note, please pass along my gratitude to USU's special ed, program. It is excellent in all respects. Without USU's program, we would have a difficult time sustaining our special ed. operation. They take quality seriously and are very accommodating of our needs.

Duchesne School District

Filled	Growth	ESL	NCLB
G	G	Y	R

District Characteristics **G**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	153.16	146.94	155.12	169.64
Student Growth	--	-215.62	283.50	503.12	211.63
% Growth (2003 baseline)	--	-5.40%	1.70%	14.30%	19.60%
% Growth (over 5 yrs)		-5.40%	7.51%	12.39%	4.64%
FTE Growth	--	-9.80	12.89	22.87	9.62
Total Need	--	143.36	159.82	177.99	179.26
Student Pop.	3993	3777.38	4060.88	4564.00	4775.63
Total Educators	241.2	231.40	244.29	267.15	276.77

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	1	0	1	100.0%	0.0%
Elementary	84.4	13	97.4	86.7%	13.3%
Secondary	37.1	55.7	92.8	40.0%	60.0%
Library Media	4.7	2	6.7	70.1%	29.9%
School-level Admin	0	12	12	0.0%	100.0%
Special Education	17.5	3.5	21	83.3%	16.7%
Counseling	3	4.3	7.3	41.1%	58.9%
District-level Admin	0	3	3	0.0%	100.0%
Other	0	0	0	0.0%	0.0%
Total	147.7	93.5	241.2	61.2%	38.8%

Overall Ethnicity

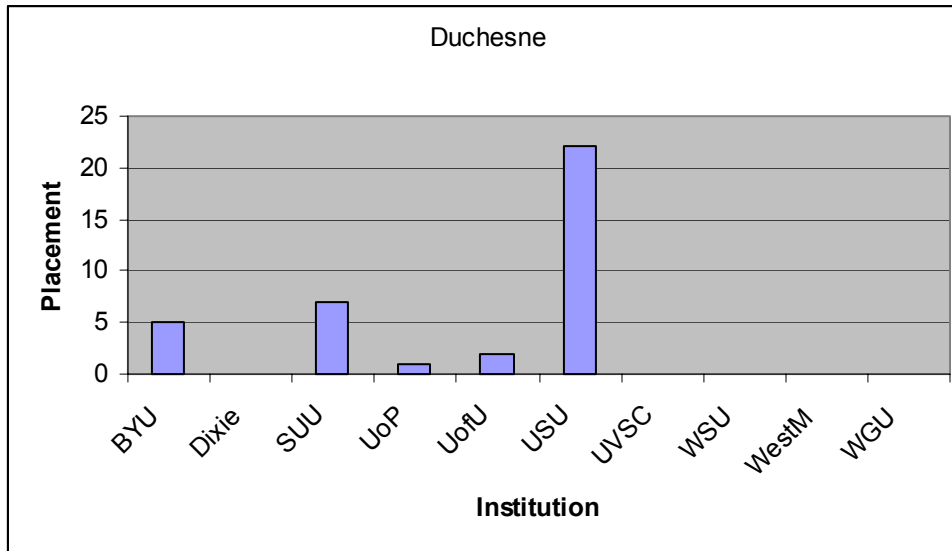
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
	2		229.2	1		11.35	243.55

Total Teachers on Letter of Authorization: 32**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 20****Total ESL Endorsed-Teachers **Y**: 40 (19.7%)****Summary**

Duchesne School District has no female administrators on school or district level. Their student population is currently decreasing and is only projected to increase by 1.7% in the next ten years.

Source of Teachers

The following chart indicates the source of new hires in the Duchesne School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind R**

We will always have issues with highly qualified teachers at our more remote smaller secondary schools.

Emery School District

Filled	Growth	ESL	NCLB
G	P	R	R

District Characteristics **P**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	92.90	84.09	86.56	93.18
Student Growth	--	-305.25	85.47	229.55	100.12
% Growth (2003 baseline)	--	-12.50%	-9.00%	0.40%	4.50%
% Growth (over 5 yrs)		-12.50%	4.00%	10.33%	4.08%
FTE Growth	--	-13.88	3.89	10.43	4.55
Total Need	--	79.03	87.97	96.99	97.73
Student Pop.	2442	2136.75	2222.22	2451.77	2551.89
Total Educators	146.3	132.43	136.31	146.74	151.30

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	1	0	1	100.0%	0.0%
Elementary	46.9	11.8	58.7	79.9%	20.1%
Secondary	18.9	35.4	54.3	34.8%	65.2%
Library Media	1.3	0	1.3	100.0%	0.0%
School-level Admin	1	8.5	9.5	10.5%	89.5%
Special Education	8.5	4	12.5	68.0%	32.0%
Counseling	2	0	2	100.0%	0.0%
District-level Admin	0	4	4	0.0%	100.0%
Other	2.5	0.5	3	83.3%	16.7%
Total	82.1	64.2	146.3	56.1%	43.9%

Overall Ethnicity

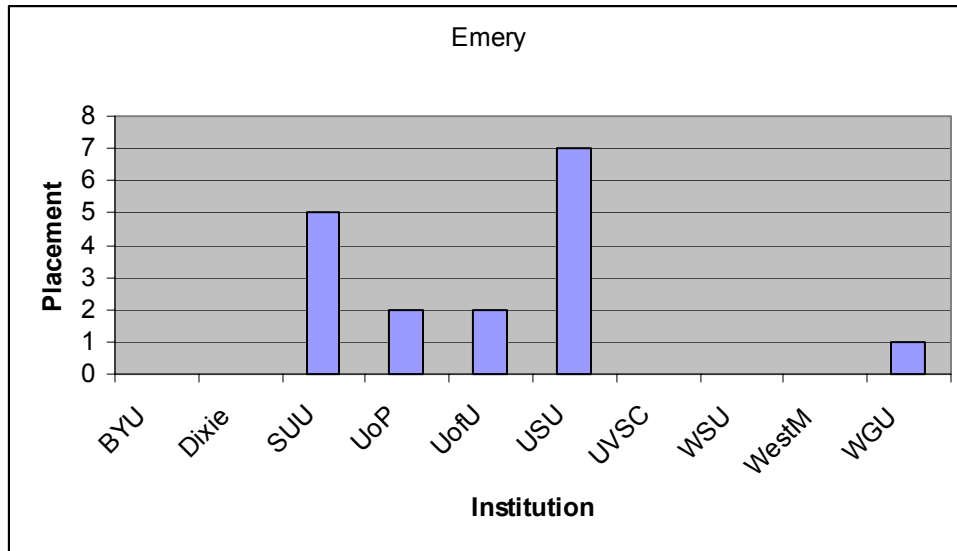
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
1			140.13	1		3.7	145.83

Total Teachers on Letter of Authorization: 7**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 30****Total ESL Endorsed-Teachers **R**: 10 (8.1%)****Summary**

Emery School District has experienced about a 20% rate of teacher retirement over the past five years, which may be attributable to the declining student population. Twenty - year projections indicate that there may be some student growth after 2013.

Source of Teachers

The following chart indicates the source of new hires in the Emery School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind R**

Rural schools will struggle with “Highly Qualified” hiring.

Garfield School District

Filled	Growth	ESL	NCLB
G	Y	R	Y

District Characteristics **Y**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	50.39	49.61	51.38	54.68
Student Growth	--	-27.04	61.36	114.40	172.64
% Growth (2003 baseline)	--	-2.60%	3.30%	14.30%	30.90%
% Growth (over 5 yrs)		-2.60%	6.06%	10.65%	14.52%
FTE Growth	--	-1.23	2.79	5.20	7.85
Total Need	--	49.16	52.40	56.58	62.53
Student Pop.	1040	1012.96	1074.32	1188.72	1361.36
Total Educators	79.35	78.12	80.91	86.11	93.96

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	1.1	0	1.1	100.0%	0.0%
Elementary	22.9	5.8	28.7	79.8%	20.2%
Secondary	11.9	18.9	30.8	38.6%	61.4%
Library Media	1	0	1	100.0%	0.0%
School-level Admin	1.5	3.7	5.2	28.8%	71.2%
Special Education	5.5	0.25	5.75	95.7%	4.3%
Counseling	1	0.5	1.5	66.7%	33.3%
District-level Admin	1.8	1	2.8	64.3%	35.7%
Other	0.5	2	2.5	20.0%	80.0%
Total	47.2	32.15	79.35	59.5%	40.5%

Overall Ethnicity

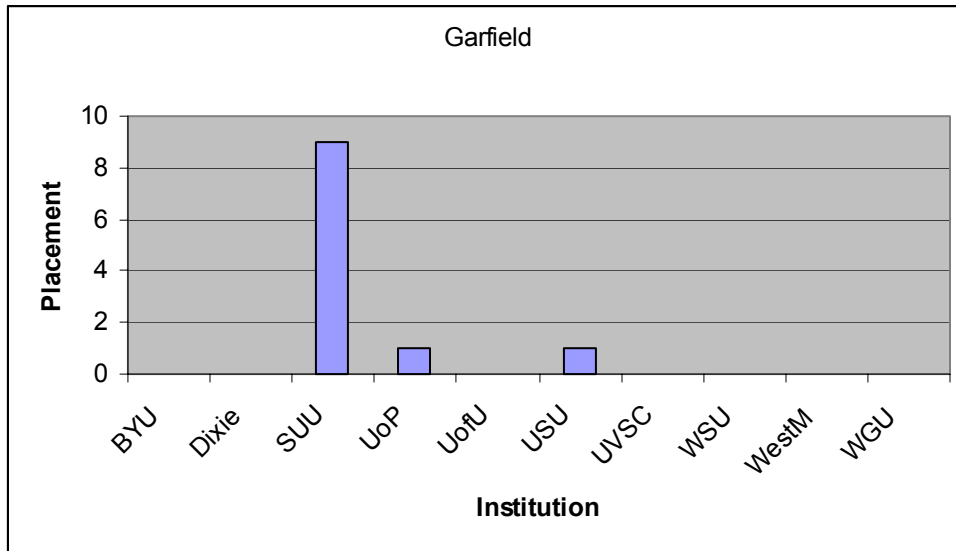
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
			77.9			1	78.9

Total Teachers on Letter of Authorization: 23**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 5****Total ESL Endorsed-Teachers **R**: 4 (6.1%)****Summary**

Garfield School District has a high number (64.3%) of women in district level administration. This district also has a 23 of 79.35 teachers on letter of authorization, which may be attributable to the fact that many teachers are teaching in multiple assignments. This seems to be a common trend in rural districts with declining student populations.

Source of Teachers

The following chart indicates the source of new hires in the Garfield School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind** Y

No comment submitted.

Grand School District

Filled	Growth	ESL	NCLB
G	P	R	R

District Characteristics **P**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	59.06	56.24	57.75	59.47
Student Growth	--	-97.49	52.38	59.65	24.74
% Growth (2003 baseline)	--	-6.70%	-3.10%	1.00%	2.70%
% Growth (over 5 yrs)		-6.70%	3.86%	4.23%	1.68%
FTE Growth	--	-4.43	2.38	2.71	1.12
Total Need	--	54.62	58.62	60.46	60.60
Student Pop.	1455	1357.52	1409.90	1469.55	1494.29
Total Educators	93	88.57	90.95	93.66	94.79

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	1	0	1	100.0%	0.0%
Elementary	32.8	2.5	35.3	92.9%	7.1%
Secondary	13.4	22	35.4	37.9%	62.1%
Library Media	2	0	2	100.0%	0.0%
School-level Admin	4	1	5	80.0%	20.0%
Special Education	9.2	1	10.2	90.2%	9.8%
Counseling	1	1	2	50.0%	50.0%
District-level Admin	0	1	1	0.0%	100.0%
Other	1	0.1	1.1	90.9%	9.1%
Total	64.4	28.6	93	69.2%	30.8%

Overall Ethnicity

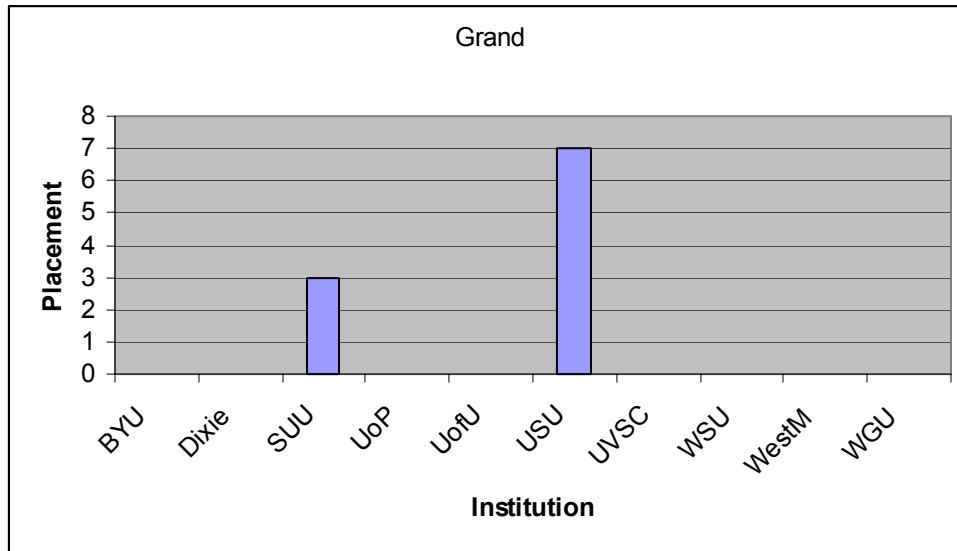
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
	1		87.35	1		3.9	93.25

Total Teachers on Letter of Authorization: 17.5**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 5****Total ESL Endorsed-Teachers **R**: 2.7 (3.5%)****Summary**

Grand School District has a decreasing student population and is projected to drop by 6.7% in the next five years losing nearly 100 students and 3-4 teachers. The student population is expected to increase slightly over the following five years but will remain approximately 50 students lower than the current population. (Utah State Department of Economic Analysis, 2003).

Source of Teachers

The following chart indicates the source of new hires in the Grand School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind R**

The impact will be in special ed, administration, core subjects at secondary. Depending on the final disposition as "highly qualified" in elementary ed, there may be some challenges in the 2 title 1 schools.

Granite School District

Filled	Growth	ESL	NCLB
G	Y	P	Y

District Characteristics **Y**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	2252.57	2435.38	2756.80	3009.93
Student Growth	--	6333.60	11136.00	8769.60	2644.80
% Growth (2003 baseline)	--	9.10%	25.10%	37.70%	41.50%
% Growth (over 5 yrs)		9.10%	14.67%	10.07%	2.76%
FTE Growth	--	287.89	506.18	398.62	120.22
Total Need	--	2540.46	2941.56	3155.42	3130.14
Student Pop.	69600	75933.60	87069.60	95839.20	98484.00
Total Educators	3547.35	3835.24	4341.42	4740.04	4860.26

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	33.7	1	34.7	97.1%	2.9%
Elementary	1379.5	125	1504.5	91.7%	8.3%
Secondary	641.5	536.9	1178.4	54.4%	45.6%
Library Media	18	6	24	75.0%	25.0%
School-level Admin	70	67	137	51.1%	48.9%
Special Education	316	50.75	366.75	86.2%	13.8%
Counseling	118.5	41.75	160.25	73.9%	26.1%
District-level Admin	11	11	22	50.0%	50.0%
Other	91.75	28	119.75	76.6%	23.4%
Total	2679.95	867.4	3547.35	75.5%	24.5%

Overall Ethnicity

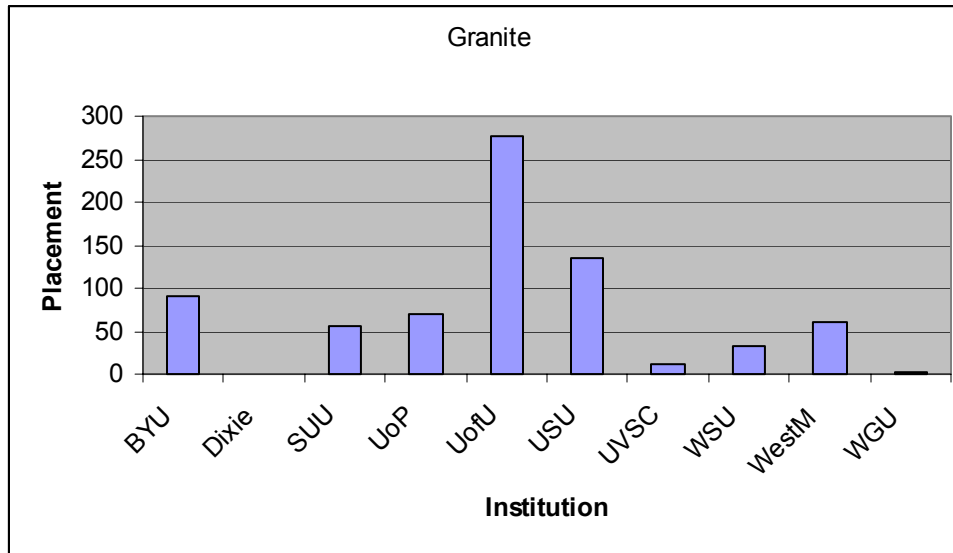
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
3	39	9	3203.57	38.7	14	264.4	3571.67

Total Teachers on Letter of Authorization: 103**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 539****Total ESL Endorsed-Teachers: 1120 (39.2%)****Summary**

Granite School District is very balanced in terms of its male/female ratio in school administration at both the school and district level. Their ethnicity distribution includes approximately 3% non-Caucasian educators.

Source of Teachers

The following chart indicates the source of new hires in the Granite School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind** Y

Cannot be determined at this time.

Iron School District

Filled	Growth	ESL	NCLB
G	R	R	Y

District Characteristics **R**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	247.84	286.71	361.94	422.12
Student Growth	--	1346.64	2606.40	2085.12	72.40
% Growth (2003 baseline)	--	18.60%	54.60%	83.40%	84.40%
% Growth (over 5 yrs)		18.60%	30.35%	18.63%	0.55%
FTE Growth	--	61.21	118.47	94.78	3.29
Total Need	--	309.05	405.18	456.72	425.41
Student Pop.	7240	8586.64	11193.04	13278.16	13350.56
Total Educators	390.3	451.51	569.98	664.76	668.05

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	5	0	5	100.0%	0.0%
Elementary	135	21	156	86.5%	13.5%
Secondary	78.3	63.8	142.1	55.1%	44.9%
Library Media	1	2	3	33.3%	66.7%
School-level Admin	7	10.2	17.2	40.7%	59.3%
Special Education	34.5	4	38.5	89.6%	10.4%
Counseling	5.5	7.2	12.7	43.3%	56.7%
District-level Admin	0	1	1	0.0%	100.0%
Other	9	5.8	14.8	60.8%	39.2%
Total	275.3	115	390.3	70.5%	29.5%

Overall Ethnicity

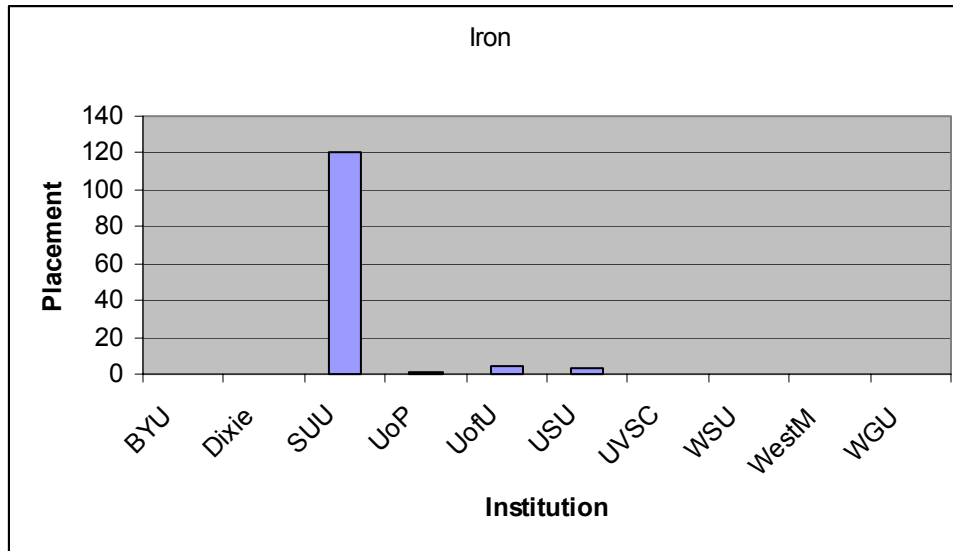
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
6.3	1		358	1.7	2	15.3	384.3

Total Teachers on Letter of Authorization: 2**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 33****Total ESL Endorsed-Teachers **R**: 29 (9.1%)****Summary**

Iron School District is projected to have a 54.6% student population growth over the next 10 years and has traditionally filled the majority of its positions from SUU.

Source of Teachers

The following chart indicates the source of new hires in the Iron School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind** Y

No comment submitted.

Jordan School District

Filled	Growth	ESL	NCLB
G	Y	Y	R

District Characteristics **Y**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	2251.17	2445.03	2785.89	3054.32
Student Growth	--	6716.53	11809.28	9299.81	2804.70
% Growth (2003 baseline)	--	9.10%	25.10%	37.70%	41.50%
% Growth (over 5 yrs)		9.10%	14.67%	10.07%	2.76%
FTE Growth	--	305.30	536.79	422.72	127.49
Total Need	--	2556.47	2981.82	3208.61	3181.81
Student Pop.	73808	80524.53	92333.81	101633.62	104438.32
Total Educators	3545.15	3850.45	4387.23	4809.95	4937.44

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	19.6	0	19.6	100.0%	0.0%
Elementary	1323.4	125.3	1448.7	91.4%	8.6%
Secondary	736.2	487	1223.2	60.2%	39.8%
Library Media	18.8	8	26.8	70.1%	29.9%
School-level Admin	71	82	153	46.4%	53.6%
Special Education	332.6	32.25	364.85	91.2%	8.8%
Counseling	95	49	144	66.0%	34.0%
District-level Admin	1	2	3	33.3%	66.7%
Other	121	41	162	74.7%	25.3%
Total	2718.6	826.55	3545.15	76.7%	23.3%

Overall Ethnicity

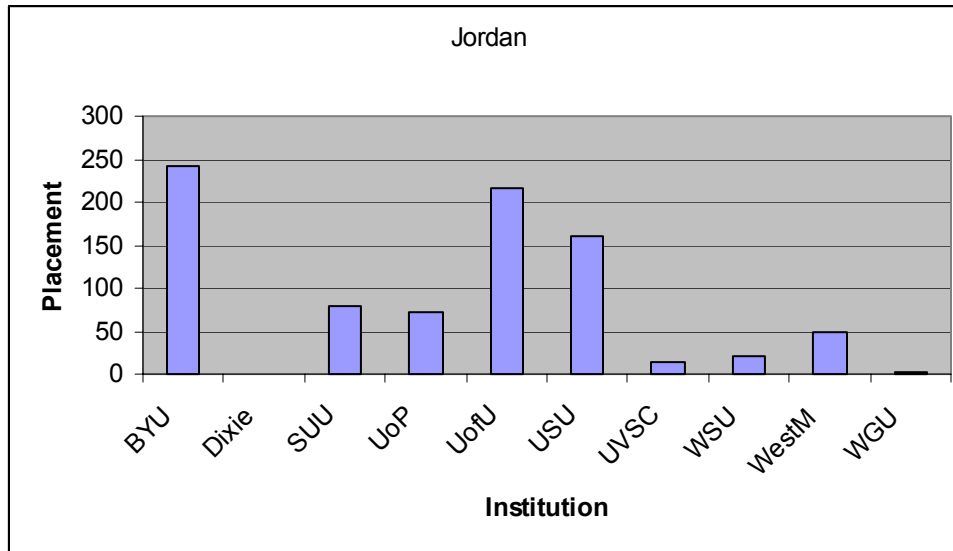
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
9	30.9	4.8	3272.4	35	4.9	162.61	3519.61

Total Teachers on Letter of Authorization: 84**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 418****Total ESL Endorsed-Teachers **Y**: 533 (18.7%)****Summary**

Jordan School District currently has the largest student population in the state and is expected to grow by 25.1% over the next 10 years. As indicated below, this district has concerns regarding NCLB on education and staffing.

Source of Teachers

The following chart indicates the source of new hires in the Jordan School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind R**

Accountability associated with NCLB has a negative impact on the recruiting and retention of educators due to testings demand on classroom instructional time and increase stress placed on educators. 2) NCLB 'highly qualified' designation has already affected the supply of educators - experienced educators now identified as not highly qualified are retiring. 3) NCLB has had a significant negative impact on teacher morale which affects retention. 4) NCLB - requirements Title 1 school - force teachers Level II out of Title I schools.

Juab School District

Filled	Growth	ESL	NCLB
G	Y	R	Y

District Characteristics **Y**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	59.37	62.13	68.72	75.85
Student Growth	--	95.47	228.38	247.10	217.15
% Growth (2003 baseline)	--	5.10%	17.30%	30.50%	42.10%
% Growth (over 5 yrs)		5.10%	11.61%	11.25%	8.89%
FTE Growth	--	4.34	10.38	11.23	9.87
Total Need	--	63.71	72.51	79.95	85.72
Student Pop.	1872	1967.47	2195.86	2442.96	2660.11
Total Educators	93.5	97.84	108.22	119.45	129.32

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	2	0	2	100.0%	0.0%
Elementary	31.6	6.6	38.2	82.7%	17.3%
Secondary	15.9	16.7	32.6	48.8%	51.2%
Library Media	0	0	0	0.0%	0.0%
School-level Admin	2	2.5	4.5	44.4%	55.6%
Special Education	10	0	10	100.0%	0.0%
Counseling	0	1.7	1.7	0.0%	100.0%
District-level Admin	0	1.5	1.5	0.0%	100.0%
Other	3	0	3	100.0%	0.0%
Total	64.5	29	93.5	69.0%	31.0%

Overall Ethnicity

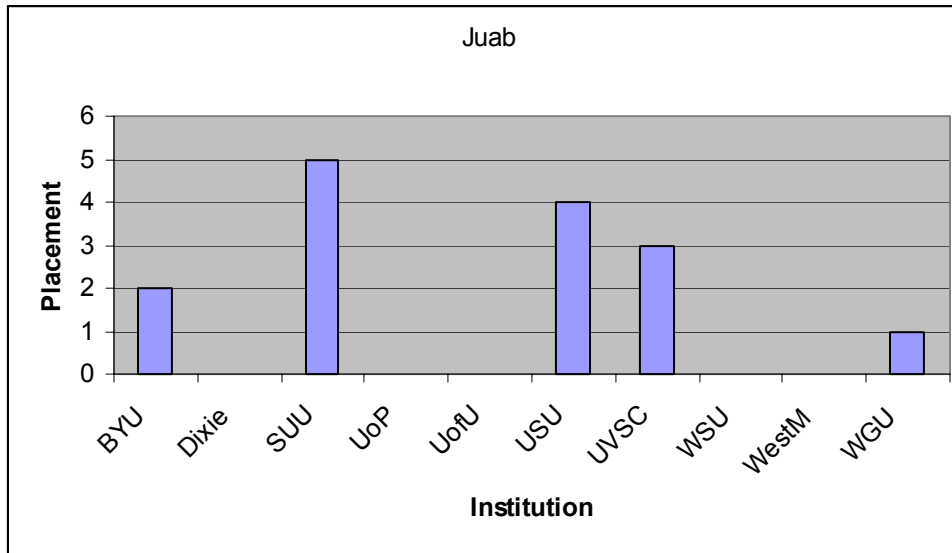
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
			87.43			3	90.43

Total Teachers on Letter of Authorization: 6**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 7****Total ESL Endorsed-Teachers **R**: 1 (1.29%)****Summary**

Juab School District is a relatively small rural district that will experience about a 17% growth in student population over the next 10 years. Their educator supply seems to come from diverse sources and may reflect “home-grown” teachers (perhaps using distance education resources) rather than the recruitment of teachers originally from other areas.

Source of Teachers

The following chart indicates the source of new hires in the Juab School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind** Y

No comment submitted.

Kane School District

Filled	Growth	ESL	NCLB
G	R	Y	R

District Characteristics **R**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	51.10	51.88	58.80	69.96
Student Growth	--	27.17	239.59	386.56	382.85
% Growth (2003 baseline)	--	2.20%	21.60%	52.90%	83.90%
% Growth (over 5 yrs)		2.20%	18.98%	25.74%	20.27%
FTE Growth	--	1.24	10.89	17.57	17.40
Total Need	--	52.33	62.77	76.37	87.36
Student Pop.	1235	1262.17	1501.76	1888.32	2271.17
Total Educators	80.47	81.71	92.60	110.17	127.57

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	1.6	0	1.6	100.0%	0.0%
Elementary	24	4.5	28.5	84.2%	15.8%
Secondary	17.75	19.5	37.25	47.7%	52.3%
Library Media	0	1.3	1.3	0.0%	100.0%
School-level Admin	0	3	3	0.0%	100.0%
Special Education	4.25	2	6.25	68.0%	32.0%
Counseling	0	1.4	1.4	0.0%	100.0%
District-level Admin	0	1	1	0.0%	100.0%
Other	0	0.17	0.17	0.0%	100.0%
Total	47.6	32.87	80.47	59.2%	40.8%

Overall Ethnicity

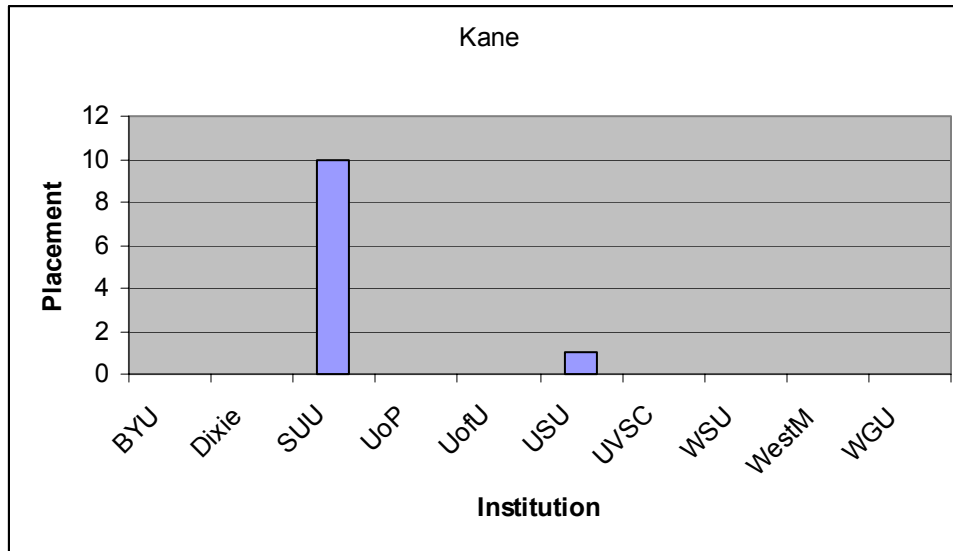
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
			74.54			7.5	82.04

Total Teachers on Letter of Authorization: 37**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 12****Total ESL Endorsed-Teachers **Y**: 9 (12.9%)****Summary**

Kane School District is projected to have a slight increase in student population over the next five years, which then increases more rapidly over the next five to 21.6% (Utah State Department of Economic Analysis, 2003). Nearly half of the teachers in this district are on letters of authorization, which, as indicated in the NCLB comment below is due to the need for teachers to teach in multiple disciplines in rural districts.

Source of Teachers

The following chart indicates the source of new hires in the Kane School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind R**

It may significantly reduce the number of teachers available to teach in a rural district and it will probably cause some to not want to teach in a rural district because they won't want to deal with the issues surrounding teaching out of the major area.

Logan School District

Filled	Growth	ESL	NCLB
G	R	G	R

District Characteristics **R**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	210.34	239.93	296.58	336.99
Student Growth	--	1025.15	1962.43	1400.06	-298.76
% Growth (2003 baseline)	--	17.50%	51.00%	74.90%	69.80%
% Growth (over 5 yrs)		17.50%	28.51%	15.83%	-2.92%
FTE Growth	--	46.60	89.20	63.64	-13.58
Total Need	--	256.94	329.13	360.22	323.41
Student Pop.	5858	6883.15	8845.58	10245.64	9946.88
Total Educators	331.25	377.85	467.05	530.69	517.11

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	3	0	3	100.0%	0.0%
Elementary	112.5	14.5	127	88.6%	11.4%
Secondary	69	64	133	51.9%	48.1%
Library Media	2.5	1.5	4	62.5%	37.5%
School-level Admin	5.75	7	12.75	45.1%	54.9%
Special Education	30.5	4	34.5	88.4%	11.6%
Counseling	5	4	9	55.6%	44.4%
District-level Admin	1	1	2	50.0%	50.0%
Other	2	4	6	33.3%	66.7%
Total	231.25	100	331.25	69.8%	30.2%

Overall Ethnicity

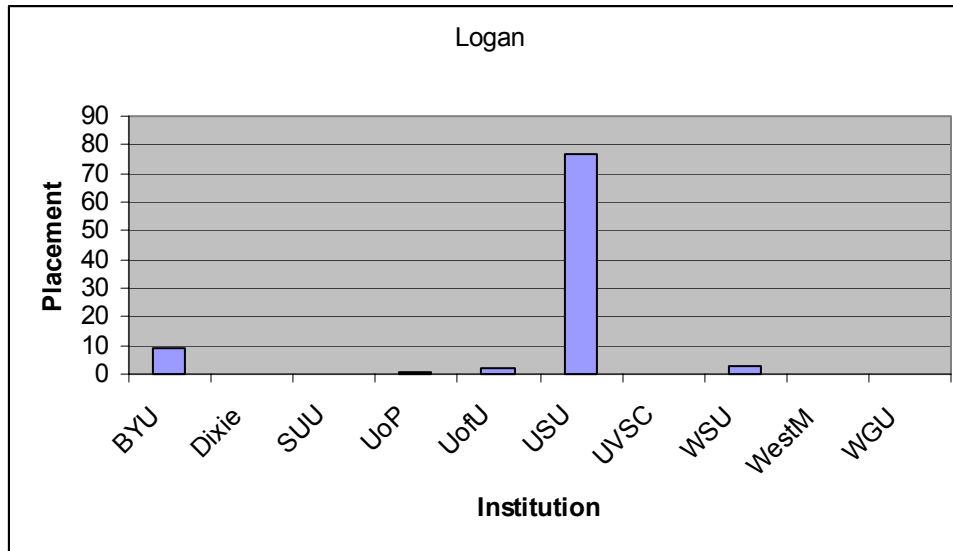
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
1	2		316.95	3	2	11.65	336.6

Total Teachers on Letter of Authorization: 10**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 29****Total ESL Endorsed-Teachers **G**: 64 (23.2%)****Summary**

Logan School District is expected to grow by more than 50% in the next 10 years and nearly 75% by 2018 after which, growth will flatten out and even decrease slightly (Utah State Department of Economic Analysis, 2003). Based on its proximity to USU it is anticipated that there will be minimal supply problems.

Source of Teachers

The following chart indicates the source of new hires in the Logan School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind R**

I expect greater teacher shortages due to Federal definitions of 'highly qualified' status for teachers. Due to increased testing requirements for teachers, I would expect some to choose more lucrative career options. Special educators are currently in short supply. To required additional highly qualified Federal definitions will compound the problem.

Millard School District

Filled	Growth	ESL	NCLB
G	P	G	Y

District Characteristics **P**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	121.79	111.18	111.91	122.79
Student Growth	--	-367.61	25.14	377.04	210.51
% Growth (2003 baseline)	--	-11.70%	-10.90%	1.10%	7.80%
% Growth (over 5 yrs)		-11.70%	0.91%	13.47%	6.63%
FTE Growth	--	-16.71	1.14	17.14	9.57
Total Need	--	105.08	112.32	129.05	132.36
Student Pop.	3142	2774.39	2799.52	3176.56	3387.08
Total Educators	191.8	175.09	176.23	193.37	202.94

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	3	0	3	100.0%	0.0%
Elementary	48.5	7	55.5	87.4%	12.6%
Secondary	39.4	54.6	94	41.9%	58.1%
Library Media	2.5	1	3.5	71.4%	28.6%
School-level Admin	2	7.9	9.9	20.2%	79.8%
Special Education	17	0	17	100.0%	0.0%
Counseling	2	2.3	4.3	46.5%	53.5%
District-level Admin	0	1	1	0.0%	100.0%
Other	0.5	3.1	3.6	13.9%	86.1%
Total	114.9	76.9	191.8	59.9%	40.1%

Overall Ethnicity

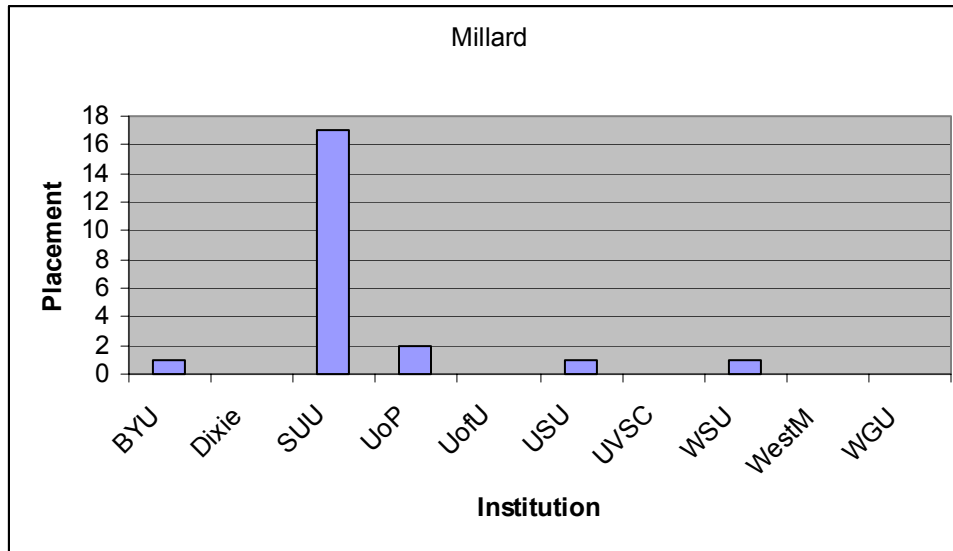
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
1			187.98			4	192.98

Total Teachers on Letter of Authorization: 13**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 24****Total ESL Endorsed-Teachers **G**: 44 (27.1%)****Summary**

Millard School District's student population is expected to decrease by approximately 10% over the next 10 years before potentially starting to grow. This will result in a reduction of teaching staff and potentially an increased number of retirements (Utah State Department of Economic Analysis, 2003).

Source of Teachers

The following chart indicates the source of new hires in the Millard School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind** Y

Due to continued decreasing enrollments, new teacher hiring is minimal. If secondary teachers are required to obtain a major in each curricular area taught, this could create a major problem in rural areas. The science and math areas would become critical under these circumstances.

Morgan School District

Filled	Growth	ESL	NCLB
G	Y	R	P

District Characteristics **Y**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	67.83	62.33	64.34	72.18
Student Growth	--	-190.46	69.44	271.81	293.63
% Growth (2003 baseline)	--	-9.60%	-6.10%	7.60%	22.40%
% Growth (over 5 yrs)		-9.60%	3.87%	14.59%	13.75%
FTE Growth	--	-8.66	3.16	12.35	13.35
Total Need	--	59.17	65.49	76.69	85.53
Student Pop.	1984	1793.54	1862.98	2134.78	2428.42
Total Educators	106.82	98.16	101.32	113.67	127.02

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	1.4	0	1.4	100.0%	0.0%
Elementary	26.5	3	29.5	89.8%	10.2%
Secondary	32.2	26.3	58.5	55.0%	45.0%
Library Media	0.7	0.5	1.2	58.3%	41.7%
School-level Admin	0.75	4	4.75	15.8%	84.2%
Special Education	4	3	7	57.1%	42.9%
Counseling	0.5	0.72	1.22	41.0%	59.0%
District-level Admin	0.25	1	1.25	20.0%	80.0%
Other	0.7	1.3	2	35.0%	65.0%
Total	67	39.82	106.82	62.7%	37.3%

Overall Ethnicity

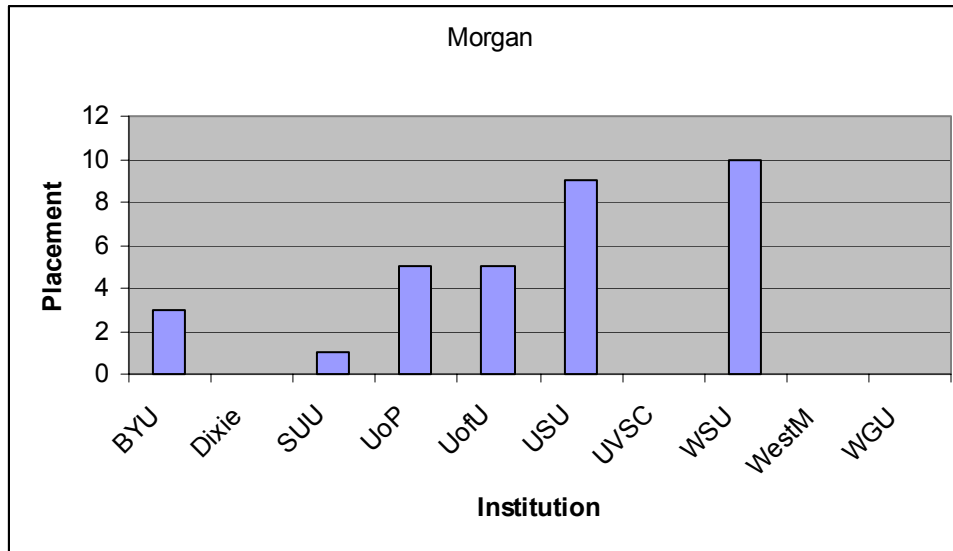
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
		1	100.73	0.5		3	105.23

Total Teachers on Letter of Authorization: 3**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 8****Total ESL Endorsed-Teachers **R**: 3 (3.2%)****Summary**

Morgan School District is expected to decrease over the next 10 years (Utah State Department of Economic Analysis, 2003), resulting in a slight reduction of staff, which will likely be accommodated through retirements.

Source of Teachers

The following chart indicates the source of new hires in the Morgan School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind**

- A. Much depends on how the state finally defines a 'highly qualified' elementary teacher.
- B. A small group of teachers may be replaced by others who are considered 'highly qualified.'

Murray School District

Filled	Growth	ESL	NCLB
G	Y	G	R

District Characteristics **Y**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	219.27	235.91	265.17	288.21
Student Growth	--	576.58	1013.76	798.34	240.77
% Growth (2003 baseline)	--	9.10%	25.10%	37.70%	41.50%
% Growth (over 5 yrs)		9.10%	14.67%	10.07%	2.76%
FTE Growth	--	26.21	46.08	36.29	10.94
Total Need	--	245.47	281.99	301.46	299.16
Student Pop.	6336	6912.58	7926.34	8724.67	8965.44
Total Educators	345.3	371.51	417.59	453.88	464.82

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	3.5	0	3.5	100.0%	0.0%
Elementary	128.2	7	135.2	94.8%	5.2%
Secondary	80.3	49.3	129.6	62.0%	38.0%
Library Media	2	2	4	50.0%	50.0%
School-level Admin	7	8	15	46.7%	53.3%
Special Education	28	2	30	93.3%	6.7%
Counseling	9.8	4.5	14.3	68.5%	31.5%
District-level Admin	2	2	4	50.0%	50.0%
Other	7.4	2.3	9.7	76.3%	23.7%
Total	268.2	77.1	345.3	77.7%	22.3%

Overall Ethnicity

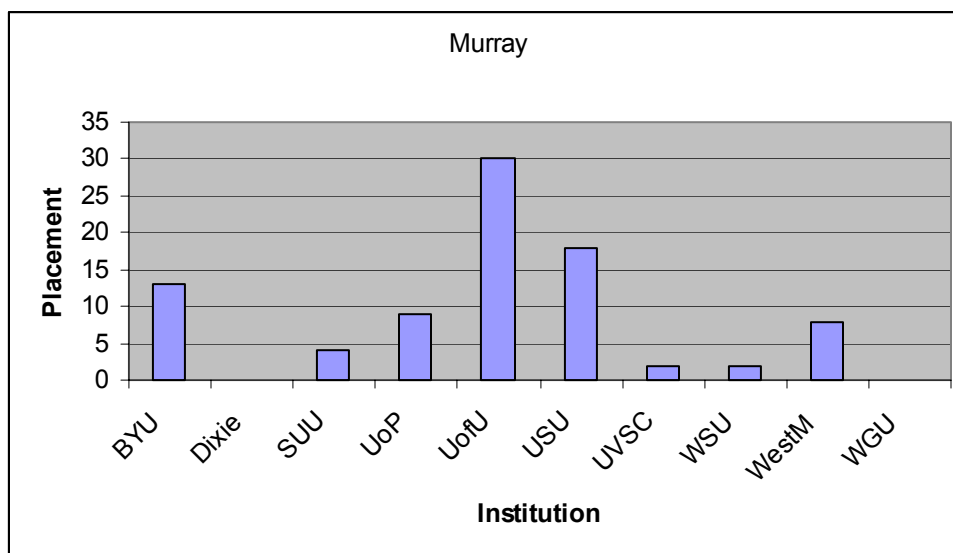
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
1	2		321.25	1	1	14.4	340.65

Total Teachers on Letter of Authorization: 8**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 38****Total ESL Endorsed-Teachers **G**: 65 (22.9%)****Summary**

Murray School District is expected to have a moderate growth pattern over the next 10 year (Utah State Department of Economic Analysis, 2003). Murray is a small urban/suburban district with specific concerns as outlined in the NCLB comments below.

Source of Teachers

The following chart indicates the source of new hires in the Murray School District for the last five years who are still working in the district.



Anticipated Impact of No Child Left Behind R

Currently, only approximately 5% of our ECE/Elementary educators have a major in a NCLB-approved content area. I fully expect that the other 95% can and will achieve highly qualified status through other identified routes. This, however, will not necessarily be accomplished easily or quickly. Secondary Educators--In our secondary schools, the percentage of highly qualified teachers (not including 'interim' highly qualified) is as follows: 3.1%, 10.85%, 25.53%, 14.02%. These numbers are dismal. In a small district such as ours, most of our secondary teachers are teaching in their major, as well as their minor or in an endorsed area. As with our ECE/elementary teachers, most can and will achieve highly qualified status through the alternative routes. But again, this takes time and significant effort. Because we have only four secondary schools, we do not have the staffing options of larger districts. The large majority of our teachers teach more than one prep. It would be extremely challenging to staff our schools differently. The subject areas in which we have the most teachers teaching outside of their major are english/social studies and foreign language. General concerns: We are having increasing difficulty recruiting and hiring speech/language pathologists. The future continues to look bleak. Conclusion: Unless the state changes its licensing requirements, we do not anticipate significantly increased difficulty in recruiting and hiring teachers in the next three years. We may simply have more teachers who are not considered to be highly qualified to teach--if only by NCLB standards.

Nebo School District

Filled	Growth	ESL	NCLB
G	R	Y	R

District Characteristics **R**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	782.03	917.92	1113.76	1258.31
Student Growth	--	4707.91	6784.93	5007.93	553.87
% Growth (2003 baseline)	--	20.40%	49.80%	71.50%	73.90%
% Growth (over 5 yrs)		20.40%	24.42%	14.49%	1.40%
FTE Growth	--	214.00	308.41	227.63	25.18
Total Need	--	996.03	1226.33	1341.39	1283.48
Student Pop.	23078	27785.91	34570.84	39578.77	40132.64
Total Educators	1231.55	1445.55	1753.95	1981.59	2006.76

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	10.4	0	10.4	100.0%	0.0%
Elementary	403	49.2	452.2	89.1%	10.9%
Secondary	210	203.3	413.3	50.8%	49.2%
Library Media	5.1	5	10.1	50.5%	49.5%
School-level Admin	12	32	44	27.3%	72.7%
Special Education	105	17.3	122.3	85.9%	14.1%
Counseling	22.5	28	50.5	44.6%	55.4%
District-level Admin	0	2	2	0.0%	100.0%
Other	109	17.75	126.75	86.0%	14.0%
Total	877	354.55	1231.55	71.2%	28.8%

Overall Ethnicity

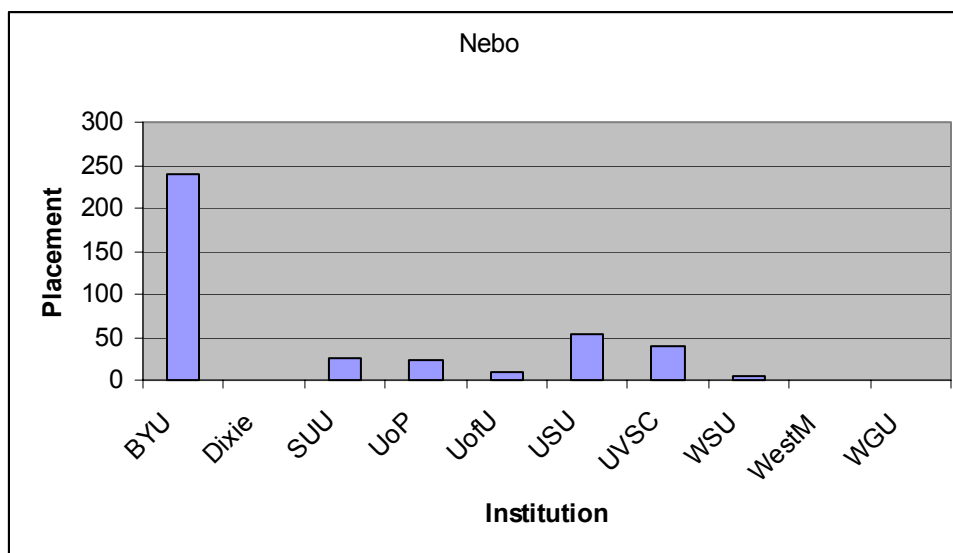
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
8.54	2		1034.65	2	2	70.1	1119.29

Total Teachers on Letter of Authorization: 68**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 93****Total ESL Endorsed-Teachers **Y**: 107 (22.6%)****Summary**

Nebo School District is projected to grow by nearly 50% in the next 10 years with continued growth beyond that (Utah State Department of Economic Analysis, 2003). Typically 10-11% of a district's teaching staff teach Special Education and NCLB requirements may influence supply and demand in this area particularly as expressed in the comments below.

Source of Teachers

The following chart indicates the source of new hires in the Nebo School District for the last five years who are still working in the district.



Anticipated Impact of No Child Left Behind R

Special education teachers are currently in great demand in our district. Depending on the re-authorization of IDEA and how that re-authorization meshes with the conditions of NCLB, many districts will be hard pressed to fill the need for special education teachers. The current requirements in NCLB for special education teachers to have major level endorsements in core areas they teach places overwhelming demands in an area where teachers are already in short supply. It will be difficult to find quality candidates who are willing to pursue such extensive training without some type of incentive or district support. Training for special education teachers must become more focused.

North Sanpete School District

Filled	Growth	ESL	NCLB
G	Y	Y	Y

District Characteristics **Y**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	80.84	81.68	91.20	105.23
Student Growth	--	29.32	329.81	486.16	200.33
% Growth (2003 baseline)	--	1.20%	14.70%	34.60%	42.80%
% Growth (over 5 yrs)		1.20%	13.34%	17.35%	6.09%
FTE Growth	--	1.33	14.99	22.10	9.11
Total Need	--	82.17	96.67	113.30	114.34
Student Pop.	2443	2472.32	2802.12	3288.28	3488.60
Total Educators	127.3	128.63	143.62	165.72	174.83

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	1	0	1	100.0%	0.0%
Elementary	41.9	11.5	53.4	78.5%	21.5%
Secondary	18.6	28.3	46.9	39.7%	60.3%
Library Media	1	0	1	100.0%	0.0%
School-level Admin	3.5	3.5	7	50.0%	50.0%
Special Education	10	2	12	83.3%	16.7%
Counseling	1	2	3	33.3%	66.7%
District-level Admin	0	2	2	0.0%	100.0%
Other	0	1	1	0.0%	100.0%
Total	77	50.3	127.3	60.5%	39.5%

Overall Ethnicity

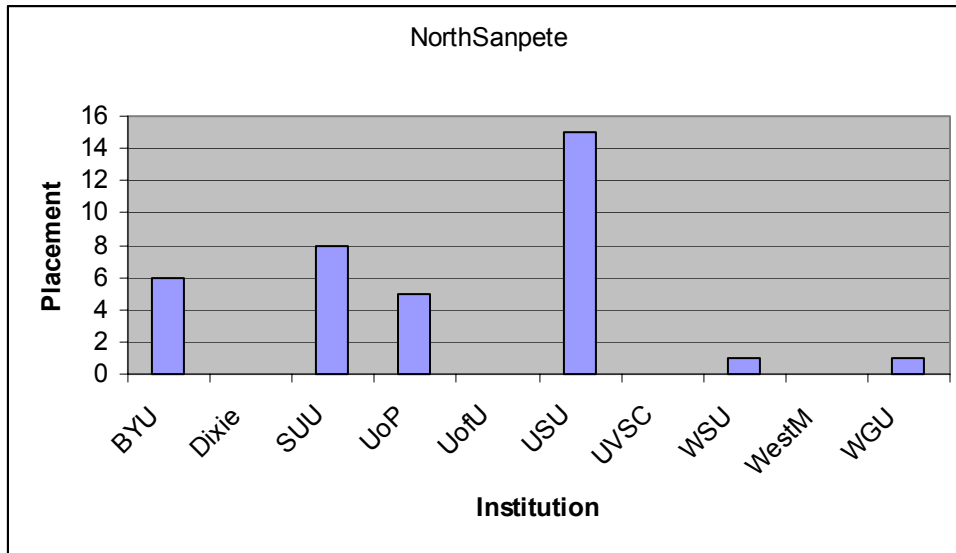
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
			130		1		131

Total Teachers on Letter of Authorization: 3**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 16****Total ESL Endorsed-Teachers **Y**: 16 (14.8%)****Summary**

North Sanpete School District is in a moderate growth pattern with no unfilled positions and only three teachers on letter of authorization. They do not expect NCLB to have an impact on teacher supply. It is interesting to note that the majority of their new hires were from USU rather than closer colleges of education.

Source of Teachers

The following chart indicates the source of new hires in the North Sanpete School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind** Y

No impact.

North Summit School District

Filled	Growth	ESL	NCLB
G	R	R	R

District Characteristics **R**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	39.24	40.49	43.09	47.62
Student Growth	--	43.56	90.02	156.82	172.30
% Growth (2003 baseline)	--	4.50%	13.80%	30.00%	47.80%
% Growth (over 5 yrs)		4.50%	8.90%	14.24%	13.69%
FTE Growth	--	1.98	4.09	7.13	7.83
Total Need	--	41.22	44.59	50.22	55.45
Student Pop.	968	1011.56	1101.58	1258.40	1430.70
Total Educators	61.79	63.77	67.86	74.99	82.82

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	0.5	0	0.5	100.0%	0.0%
Elementary	17.5	1	18.5	94.6%	5.4%
Secondary	15	14	29	51.7%	48.3%
Library Media	1.3	0	1.3	100.0%	0.0%
School-level Admin	0	3.3	3.3	0.0%	100.0%
Special Education	5.3	0.83	6.13	86.5%	13.5%
Counseling	1	0.9	1.9	52.6%	47.4%
District-level Admin	0	1	1	0.0%	100.0%
Other	0.16	0	0.16	100.0%	0.0%
Total	40.76	21.03	61.79	66.0%	34.0%

Overall Ethnicity

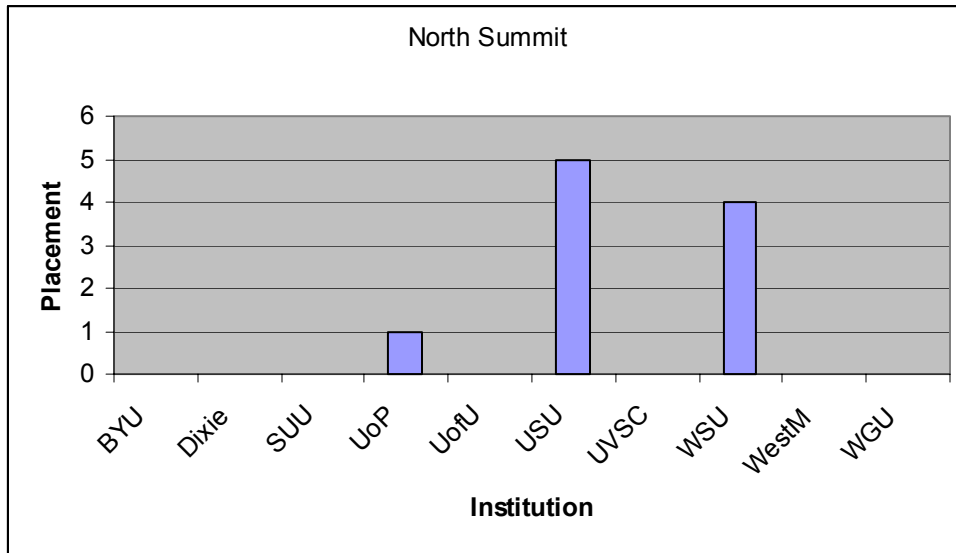
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
1			60.72				61.72

Total Teachers on Letter of Authorization: 4.5**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 4****Total ESL Endorsed-Teachers **R**: 1 (2%)****Summary**

North Summit School District anticipates 4.5% growth over the next five years with accelerated growth after that to 47.8% by 2023 (Utah State Department of Economic Analysis, 2003). They have concerns regarding ESL and Special Education in connection with NCLB.

Source of Teachers

The following chart indicates the source of new hires in the North Summit School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind**

ESL is huge. Sped.

Ogden School District

Filled	Growth	ESL	NCLB
R	R	P	R

District Characteristics **R**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	460.28	492.52	555.86	616.17
Student Growth	--	1116.99	2194.55	2089.42	1314.10
% Growth (2003 baseline)	--	8.50%	25.20%	41.10%	51.10%
% Growth (over 5 yrs)		8.50%	15.39%	12.70%	7.09%
FTE Growth	--	50.77	99.75	94.97	59.73
Total Need	--	511.05	592.27	650.84	675.90
Student Pop.	13141	14257.99	16452.53	18541.95	19856.05
Total Educators	724.85	775.62	875.37	970.35	1030.08

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	7.5	0	7.5	100.0%	0.0%
Elementary	237.5	20	257.5	92.2%	7.8%
Secondary	137.5	120	257.5	53.4%	46.6%
Library Media	17.5	2	19.5	89.7%	10.3%
School-level Admin	18	12	30	60.0%	40.0%
Special Education	59	16.5	75.5	78.1%	21.9%
Counseling	23.3	9.25	32.55	71.6%	28.4%
District-level Admin	1	0	1	100.0%	0.0%
Other	31.8	12	43.8	72.6%	27.4%
Total	533.1	191.75	724.85	73.5%	26.5%

Overall Ethnicity

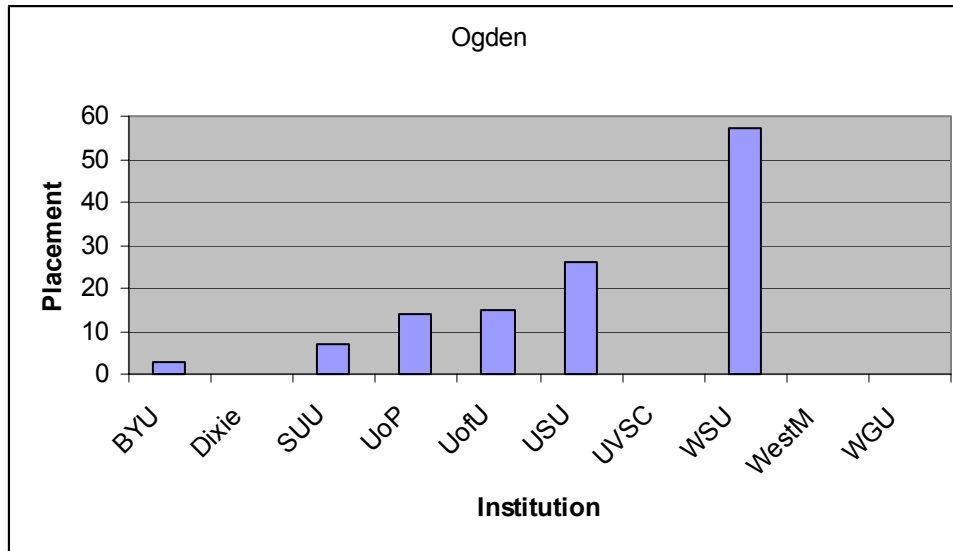
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
1.5	0.7	9.25	652.59	26.43	6	20.25	716.72

Total Teachers on Letter of Authorization: 29**Total Unfilled Positions **R**: .5 Counselor, .5 Special Ed. Mild/Moderate****Retired Teachers over the last 5 years: Unreported****Total ESL Endorsed-Teachers **P**: 198 (35.8%)****Summary**

Ogden School District is projected to grow by 25.2% over the next 10 years increasing to over 50% at 20 years (Utah State Department of Economic Analysis, 2003). This urban district has a diverse student population and a relatively high 35.8% of ESL endorsed teachers. It is one of the few urban districts in the state and even though it is close to WSU, struggles to find qualified educators in a number of disciplines as indicated below.

Source of Teachers

The following chart indicates the source of new hires in the Ogden School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind R**

With or without NCLB, we will continue to struggle in finding early childhood, math, science, and special education-severe teachers. As colleges of education are being contacted, we are not seeing a strong flow of candidates coming into their programs. This past year, those interested in getting into teaching from other fields has increased. While we have some strong Alternative Routes to licensure programs, many of those seeking employment in education are ill-suited for the profession.

Park City School District

Filled	Growth	ESL	NCLB
G	R	P	R

District Characteristics **R**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	169.56	174.70	185.33	203.83
Student Growth	--	178.07	368.00	641.03	704.35
% Growth (2003 baseline)	--	4.50%	13.80%	30.00%	47.80%
% Growth (over 5 yrs)		4.50%	8.90%	14.24%	13.69%
FTE Growth	--	8.09	16.73	29.14	32.02
Total Need	--	177.66	191.43	214.46	235.84
Student Pop.	3957	4135.07	4503.07	5144.10	5848.45
Total Educators	267.03	275.12	291.85	320.99	353.00

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	1	0	1	100.0%	0.0%
Elementary	87	9.7	96.7	90.0%	10.0%
Secondary	73	38	111	65.8%	34.2%
Library Media	6.3	0	6.3	100.0%	0.0%
School-level Admin	5.5	5	10.5	52.4%	47.6%
Special Education	17	3	20	85.0%	15.0%
Counseling	11.5	0.83	12.33	93.3%	6.7%
District-level Admin	0	2	2	0.0%	100.0%
Other	6	1.2	7.2	83.3%	16.7%
Total	207.3	59.73	267.03	77.6%	22.4%

Overall Ethnicity

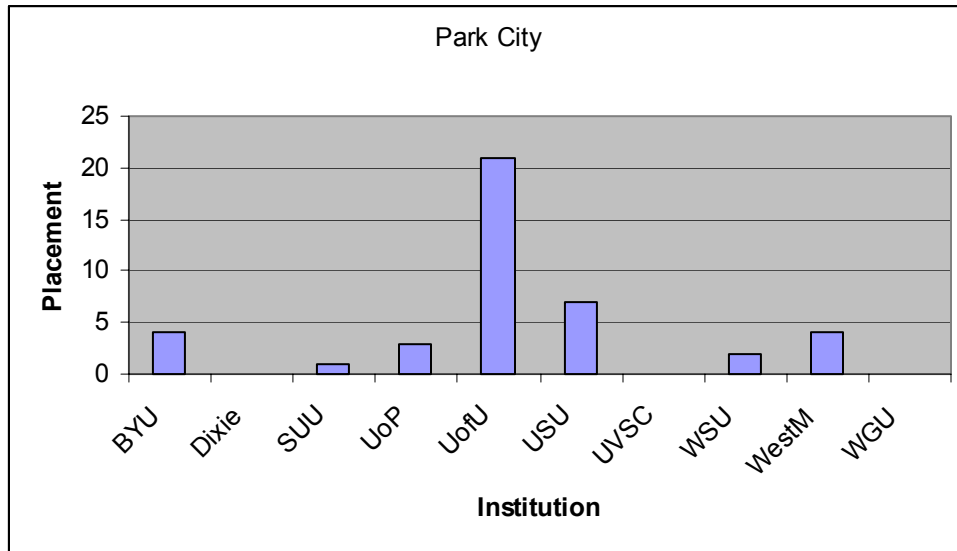
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
			244.23	2		21.1	267.33

Total Teachers on Letter of Authorization: 30**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 5****Total ESL Endorsed-Teachers **P**: 78 (35.6%)****Summary**

Park City School District is expected to grow by 13.8% by 2013 and 47.8% by 2023 (Utah State Department of Economic Analysis, 2003). They currently have 35.6% ESL endorsed teachers and anticipate that NCLB might negatively impact their ability to staff the needed ESL teachers in the future.

Source of Teachers

The following chart indicates the source of new hires in the Park City School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind**

Depending on how the state defines Highly Qualified there could be a large impact on finding people for hard to fill positions like ESL and Special Ed.

Piute School District

Filled	Growth	ESL	NCLB
G	G	R	R

District Characteristics **G**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	15.34	15.08	15.56	16.03
Student Growth	--	-8.74	16.54	16.22	22.78
% Growth (2003 baseline)	--	-2.80%	2.50%	7.70%	15.00%
% Growth (over 5 yrs)		-2.80%	5.45%	5.07%	6.78%
FTE Growth	--	-0.40	0.75	0.74	1.04
Total Need	--	14.94	15.83	16.30	17.06
Student Pop.	312	303.26	319.80	336.02	358.80
Total Educators	24.15	23.75	24.50	25.24	26.28

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	0.75	0	0.75	100.0%	0.0%
Elementary	8.1	1	9.1	89.0%	11.0%
Secondary	4	7.7	11.7	34.2%	65.8%
Library Media	0	0	0	0.0%	0.0%
School-level Admin	0	0	0	0.0%	0.0%
Special Education	0.84	0	0.84	100.0%	0.0%
Counseling	0	0.76	0.76	0.0%	100.0%
District-level Admin	0	1	1	0.0%	100.0%
Other	0	0	0	0.0%	0.0%
Total	13.69	10.46	24.15	56.7%	43.3%

Overall Ethnicity

American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
			24.25			1	25.25

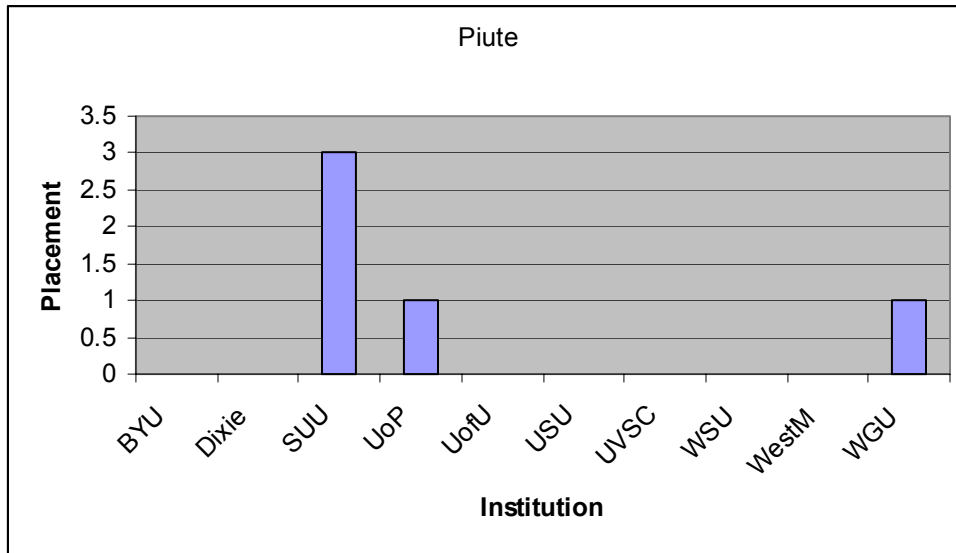
Total Teachers on Letter of Authorization: 0**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 3****Total ESL Endorsed-Teachers **R**: 0 (0%)****Summary**

Piute School District is one of the smallest districts in Utah, is a Title I district and currently has a declining student population that is projected to have some growth after 2008 (Utah State Department of Economic Analysis, 2003).

In the last five years the district has hired five educators, three from SUU, one from the University of Phoenix and one from the Western Governors' University. This may be indicative of ways alternative and technology based licensure programs may fit the needs of rural school districts.

Source of Teachers

The following chart indicates the source of new hires in the Piute School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind**

Shortage of science teachers.

Provo School District

Filled	Growth	ESL	NCLB
G	R	Y	R

District Characteristics **R**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	466.98	544.57	580.32	738.92
Student Growth	--	2688.11	1238.64	5494.81	316.25
% Growth (2003 baseline)	--	20.40%	29.80%	71.50%	73.90%
% Growth (over 5 yrs)		20.40%	7.81%	32.13%	1.40%
FTE Growth	--	122.19	56.30	249.76	14.37
Total Need	--	589.17	600.87	830.08	753.29
Student Pop.	13177	15865.11	17103.75	22598.56	22914.80
Total Educators	735.4	857.59	913.89	1163.65	1178.03

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	5.5	0	5.5	100.0%	0.0%
Elementary	244.2	33.5	277.7	87.9%	12.1%
Secondary	122.8	123.5	246.3	49.9%	50.1%
Library Media	13	1.8	14.8	87.8%	12.2%
School-level Admin	11	19	30	36.7%	63.3%
Special Education	88.5	10.5	99	89.4%	10.6%
Counseling	15	13	28	53.6%	46.4%
District-level Admin	0	5.1	5.1	0.0%	100.0%
Other	24.5	4.5	29	84.5%	15.5%
Total	524.5	210.9	735.4	71.3%	28.7%

Overall Ethnicity

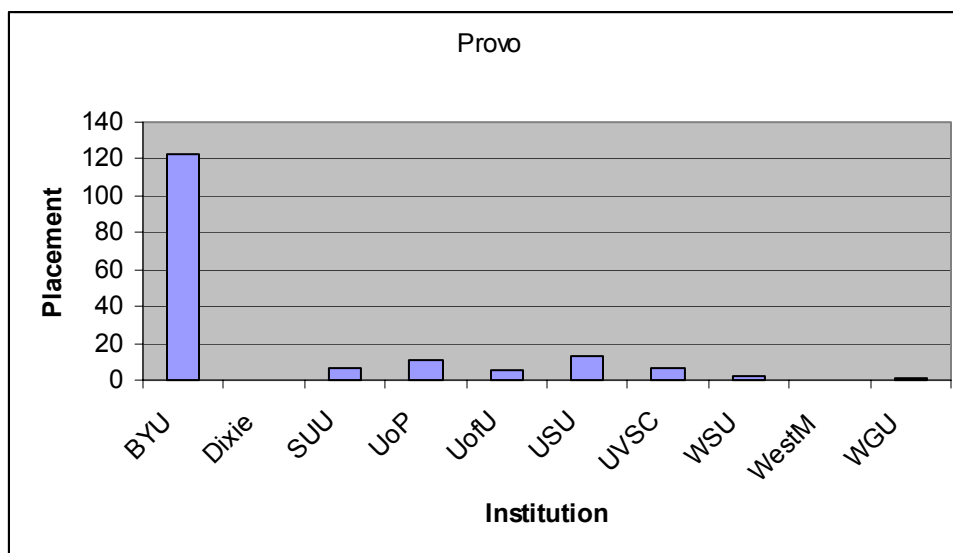
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
2.2	10		678.45	9.5	5	23.17	728.32

Total Teachers on Letter of Authorization: 9**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 97****Total ESL Endorsed-Teachers **Y**: 62 (11.1%)****Summary**

Provo School District is projected to grow by nearly 30% over the next 10 years (Utah State Department of Economic Analysis, 2003). There is some concern that in the future, areas that have been traditionally difficult to staff may become more difficult to fill as per the NCLB comment included below.

Source of Teachers

The following chart indicates the source of new hires in the Provo School District for the last five years who are still working in the district.



Anticipated Impact of No Child Left Behind R

The NCLB regulations concerning what constitutes a Highly Qualified teacher will impact the type of teachers that will be hired in the future. Each teacher will be screened to determine if they meet the criteria established by the SOE to insure that the appropriate endorsements and license to teach a specific area of the curriculum have been met. At times in the past teachers have been employed to teach with only a minor in the field that they are asked to teach. In the future only those that have the endorsement (or licensed to teach specific areas of the core) will be hired.

This practice of being more selective in the hiring process will cause principals and personnel directors to search harder for those who are properly qualified for the HQ status. Those areas that have fewer candidates (math and sciences) will be impacted the greatest. No longer will a teacher be hired to teach chemistry having only a physics endorsement. More care will be taken to ensure that teachers have the proper background before being hired. With the increase in rigid and more focuses requirements for endorsement comes the potential of increased teacher shortages in the areas where the depth of available teachers were shallow from the beginning. It will become much harder to meet the demands established by NCLB and find the teachers who are properly licensed to teach in areas that have traditionally been plagued by shortages.

Rich School District

Filled	Growth	ESL	NCLB
G	P	Y	R

District Characteristics **P**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	23.99	21.87	21.87	23.13
Student Growth	--	-73.32	0.00	43.52	43.04
% Growth (2003 baseline)	--	-15.50%	-15.50%	-6.30%	2.80%
% Growth (over 5 yrs)		-15.50%	0.00%	10.89%	9.71%
FTE Growth	--	-3.33	0.00	1.98	1.96
Total Need	--	20.66	21.87	23.85	25.09
Student Pop.	473	399.69	399.69	443.20	486.24
Total Educators	37.78	34.45	34.45	36.43	38.38

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	0	0	0	0.0%	0.0%
Elementary	10.5	2	12.5	84.0%	16.0%
Secondary	7	11.25	18.25	38.4%	61.6%
Library Media	0	0.1	0.1	0.0%	100.0%
School-level Admin	0.2	1.6	1.8	11.1%	88.9%
Special Education	1.5	0	1.5	100.0%	0.0%
Counseling	0	0	0	0.0%	0.0%
District-level Admin	0.8	0	0.8	100.0%	0.0%
Other	0.83	0	0.83	100.0%	0.0%
Total	20.83	14.95	35.78	58.2%	41.8%

Overall Ethnicity

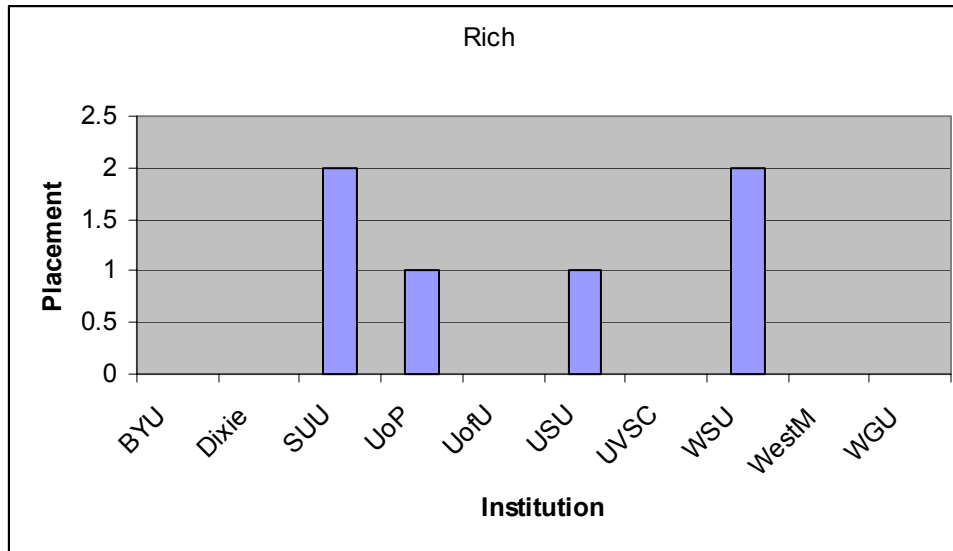
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
			35.12			0.2	35.32

Total Teachers on Letter of Authorization: 7**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 4****Total ESL Endorsed-Teachers **Y**: 4 (12.3%)****Summary**

Rich School District is a small district projected to decrease by 15.2% over the next 10 years (Utah State Department of Economic Analysis, 2003). The resulting decrease in staff may be resolved by typical retirement rates. This and other rural districts have specific concerns regarding the “highly qualified” designation and its impact on rural districts

Source of Teachers

The following chart indicates the source of new hires in the Rich School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind R**

Meeting the current definition of highly qualified in a rural school district is impossible! There must be avenues of authorization to allow teaching in various areas without a B.S. degree or major. Many of these teachers are doing an excellent job and there aren't applicants capable of replacement or meeting the definition again in a rural setting. We all wear many hats – that's critical- but that's the way it has to work – financially. Please allow flexibility for rural locations especially those making AYP for alternative options with highly qualified.

Salt Lake City School District

Filled	Growth	ESL	NCLB
G	Y	P	R

District Characteristics **Y**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	895.70	959.74	1072.34	1161.01
Student Growth	--	2218.76	3901.12	3072.13	926.52
% Growth (2003 baseline)	--	9.10%	25.10%	37.70%	41.50%
% Growth (over 5 yrs)		9.10%	14.67%	10.07%	2.76%
FTE Growth	--	100.85	177.32	139.64	42.11
Total Need	--	996.55	1137.06	1211.98	1203.13
Student Pop.	24382	26600.76	30501.88	33574.01	34500.53
Total Educators	1410.55	1511.40	1688.73	1828.37	1870.48

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	5.75	0	5.75	100.0%	0.0%
Elementary	522.4	57.7	580.1	90.1%	9.9%
Secondary	244.3	183.3	427.6	57.1%	42.9%
Library Media	33.5	6.3	39.8	84.2%	15.8%
School-level Admin	27	23	50	54.0%	46.0%
Special Education	151	24	175	86.3%	13.7%
Counseling	40	16.8	56.8	70.4%	29.6%
District-level Admin	2	1	3	66.7%	33.3%
Other	61.5	11	72.5	84.8%	15.2%
Total	1087.45	323.1	1410.55	77.1%	22.9%

Overall Ethnicity

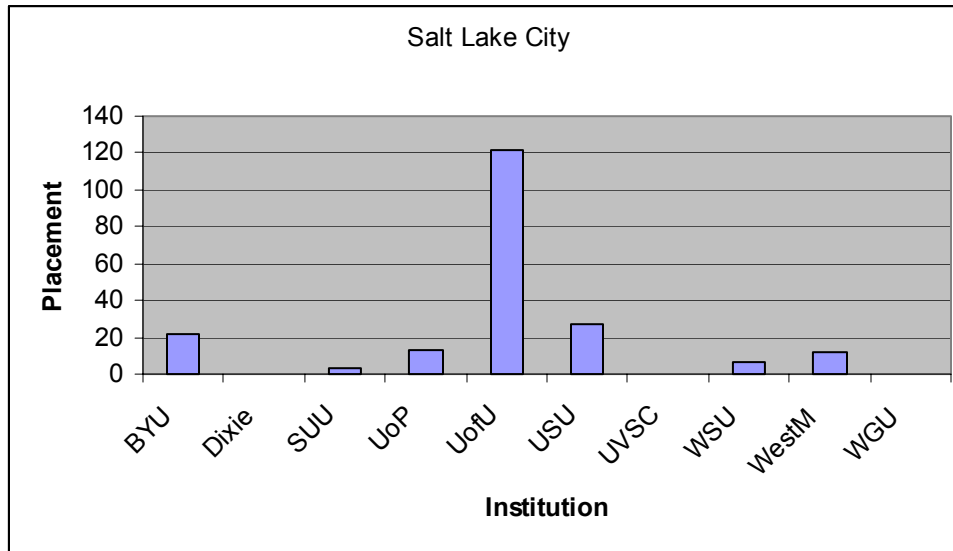
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
9.2	20	17	1225.85	67.45	2	47	1388.5

Total Teachers on Letter of Authorization: 44**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 201****Total ESL Endorsed-Teachers **P**: 329 (30.9%)****Summary**

Salt Lake City School District is projected to grow by 25% over the next 10 years (Utah State Department of Economic Analysis, 2003), and is the state's largest urban school district. Unlike most districts in the state, administrative positions are currently filled by more women than men with 54% of school level and two out of three district level administrators being women. They also have a slightly more balanced ethnicity number than much of the state with 8.3 of their educators reporting as non-caucasian.

Source of Teachers

The following chart indicates the source of new hires in the Salt Lake City School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind R**

The impact of NCLB on teacher recruitment will be dependent on two factors: the ability of institutions of higher education to meet the needs and properly test or prepare new teachers for competency-based tests and the willingness of veteran teachers hire to meet HOUSSSE standards. While the objectives of NCLB are well-based, we believe that the initial impact may be felt in early retirement of quality veteran teachers and an inadequate pool of new teacher graduates.

San Juan School District

Filled	Growth	ESL	NCLB
R	G	P	R

District Characteristics **G**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	155.70	147.36	147.54	155.01
Student Growth	--	-288.87	5.96	259.09	226.33
% Growth (2003 baseline)	--	-9.70%	-9.50%	-0.80%	6.80%
% Growth (over 5 yrs)		-9.70%	0.22%	9.61%	7.66%
FTE Growth	--	-13.13	0.27	11.78	10.29
Total Need	--	142.57	147.64	159.31	165.30
Student Pop.	2978	2689.13	2695.09	2954.18	3180.50
Total Educators	245.2	232.07	232.34	244.12	254.40

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	4.25	0	4.25	100.0%	0.0%
Elementary	69	8	77	89.6%	10.4%
Secondary	44.7	52.2	96.9	46.1%	53.9%
Library Media	3.8	4.4	8.2	46.3%	53.7%
School-level Admin	4.1	9	13.1	31.3%	68.7%
Special Education	13	3	16	81.3%	18.8%
Counseling	5	4.3	9.3	53.8%	46.2%
District-level Admin	0	2.25	2.25	0.0%	100.0%
Other	9.7	8.5	18.2	53.3%	46.7%
Total	149.3	95.9	245.2	62.6%	37.4%

Overall Ethnicity

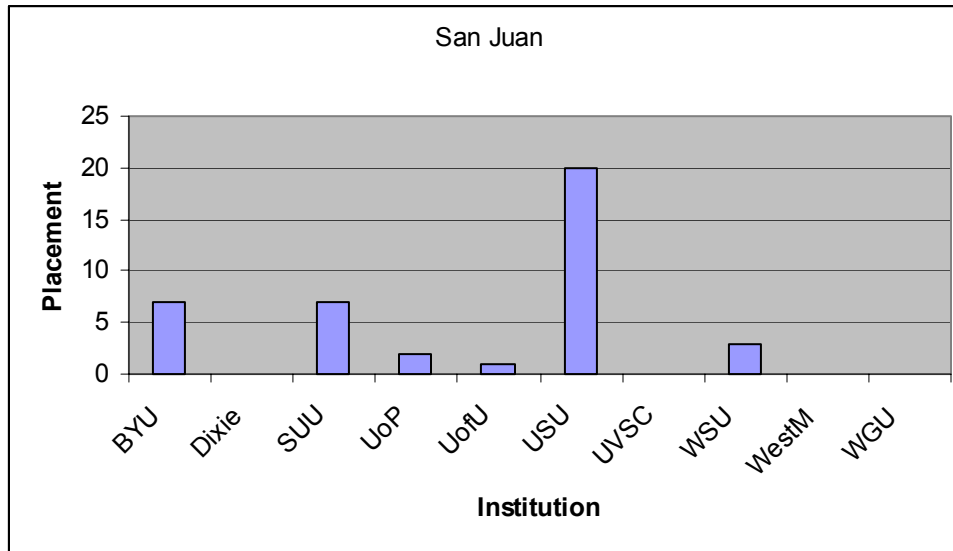
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
42.83	2		181.93			13.51	240.27

Total Teachers on Letter of Authorization: 37**Total Unfilled Positions **R**: 4 (1 2nd Grade, 3 Spec. Ed. Secondary)****Retired Teachers over the last 5 years: 29****Total ESL Endorsed-Teachers **P**: 91 (47.9%)****Summary**

San Juan School District struggles to find educators to come to this remote area and is currently trying to fill three secondary Special Ed. Positions. They will have a declining enrollment over most of the next 20 years and therefore will have to make do with fewer educators (Utah State Department of Economic Analysis, 2003).

Source of Teachers

The following chart indicates the source of new hires in the San Juan School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind**

Hard to find teachers willing to come to a remote area, and with multiple endorsements.

Sevier School District

Filled	Growth	ESL	NCLB
R	G	R	Y

District Characteristics **G**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	149.23	148.09	160.96	177.61
Student Growth	--	-39.33	445.74	576.84	284.05
% Growth (2003 baseline)	--	-0.90%	9.30%	22.50%	29.00%
% Growth (over 5 yrs)		-0.90%	10.29%	12.08%	5.31%
FTE Growth	--	-1.79	20.26	26.22	12.91
Total Need	--	147.44	168.35	187.18	190.52
Student Pop.	4370	4330.67	4776.41	5353.25	5637.30
Total Educators	235	233.21	253.47	279.69	292.60

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	4	0	4	100.0%	0.0%
Elementary	67.7	12.5	80.2	84.4%	15.6%
Secondary	46	59.8	105.8	43.5%	56.5%
Library Media	0	0	0	0.0%	0.0%
School-level Admin	2.5	8.8	11.3	22.1%	77.9%
Special Education	20	3.5	23.5	85.1%	14.9%
Counseling	1.4	1.8	3.2	43.8%	56.3%
District-level Admin	1	2	3	33.3%	66.7%
Other	1	3	4	25.0%	75.0%
Total	143.6	91.4	235	61.1%	38.9%

Overall Ethnicity

American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
3			217.93	1		5	226.93

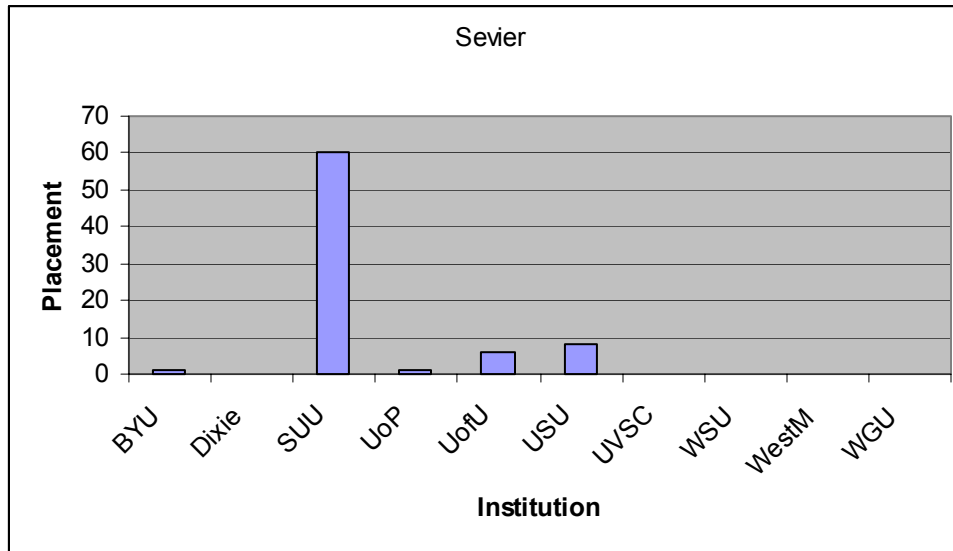
Total Teachers on Letter of Authorization: 19**Total Unfilled Positions **R**: 1 (Social Studies, 9-12)****Retired Teachers over the last 5 years: 30****Total ESL Endorsed-Teachers **R**: 0 (0%)****Summary**

Sevier School District is currently not suffering from a shortage of teachers and with declining enrollment projected for the next 15 years; they should not experience an overall shortage (Utah State Department of Economic Analysis, 2003).

While they reported an unfilled position in secondary social studies, they have indicated no staffing issues due to NCLB. Another interesting point is that they reported no ESL endorsed teachers.

Source of Teachers

The following chart indicates the source of new hires in the Sevier School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind** Y

No initial impact – all educators are either qualified or participating in endorsement programs or obtaining additional licenses. No current staffing issues.

South Sanpete School District

Filled	Growth	ESL	NCLB
R	Y	G	R

District Characteristics **Y**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	103.85	104.82	115.70	131.74
Student Growth	--	33.50	376.92	555.61	228.94
% Growth (2003 baseline)	--	1.20%	14.70%	34.60%	42.80%
% Growth (over 5 yrs)		1.20%	13.34%	17.35%	6.09%
FTE Growth	--	1.52	17.13	25.25	10.41
Total Need	--	105.38	121.95	140.96	142.14
Student Pop.	2792	2825.50	3202.42	3758.03	3986.98
Total Educators	163.55	165.07	182.21	207.46	217.87

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	1.7	0	1.7	100.0%	0.0%
Elementary	46	6	52	88.5%	11.5%
Secondary	29	48.6	77.6	37.4%	62.6%
Library Media	0	0	0	0.0%	0.0%
School-level Admin	1	9	10	10.0%	90.0%
Special Education	11.75	2	13.75	85.5%	14.5%
Counseling	4.5	0	4.5	100.0%	0.0%
District-level Admin	0	2	2	0.0%	100.0%
Other	1	1	2	50.0%	50.0%
Total	94.95	68.6	163.55	58.1%	41.9%

Overall Ethnicity

American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
1		1	167.76	2		1	172.76

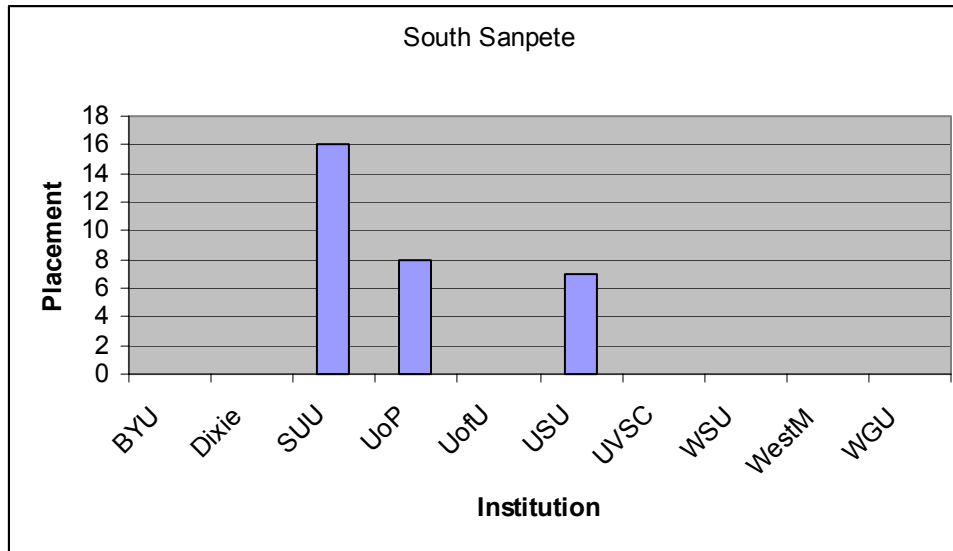
Total Teachers on Letter of Authorization: 11**Total Unfilled Positions **R**: Speech Language Pathologist****Retired Teachers over the last 5 years: 13****Total ESL Endorsed-Teachers **G**: 31 (21.9%)****Summary**

South Sanpete School District is projected to grow gradually over the next 20 years with a total projected increase of 42.8% (Utah State Department of Economic Analysis, 2003).

They indicate an ongoing need for Special Educators and Speech Language Pathologists. They currently have 8.9% Special Ed. Teachers compared to the more typical 10-11%.

Source of Teachers

The following chart indicates the source of new hires in the South Sanpete School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind R**

We are a small school district, so teachers teach multiple subjects. Most teachers have minors, but will have to upgrade to meet NCLB req. May not meet the requirements due to personnel shortages. Need more tech and spec ed personnel.

South Summit School District

Filled	Growth	ESL	NCLB
G	R	R	R

District Characteristics **R**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	52.01	53.72	57.26	63.44
Student Growth	--	59.40	122.76	213.84	159.72
% Growth (2003 baseline)	--	4.50%	13.80%	30.00%	42.10%
% Growth (over 5 yrs)		4.50%	8.90%	14.24%	9.31%
FTE Growth	--	2.70	5.58	9.72	7.26
Total Need	--	54.71	59.30	66.98	70.70
Student Pop.	1320	1379.40	1502.16	1716.00	1875.72
Total Educators	81.9	84.60	90.18	99.90	107.16

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	0.2	0	0.2	100.0%	0.0%
Elementary	25.5	5	30.5	83.6%	16.4%
Secondary	18.8	17.5	36.3	51.8%	48.2%
Library Media	1.75	0	1.75	100.0%	0.0%
School-level Admin	1	2	3	33.3%	66.7%
Special Education	5.4	0	5.4	100.0%	0.0%
Counseling	0	3.5	3.5	0.0%	100.0%
District-level Admin	0	1	1	0.0%	100.0%
Other	0.25	0	0.25	100.0%	0.0%
Total	52.9	29	81.9	64.6%	35.4%

Overall Ethnicity

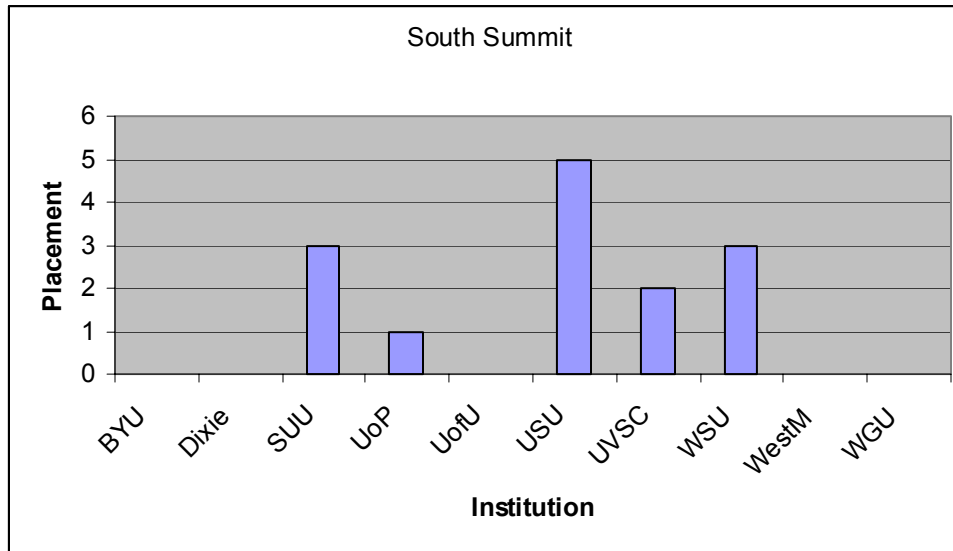
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
			76.94			2.2	79.14

Total Teachers on Letter of Authorization: 15**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 24****Total ESL Endorsed-Teachers **R**: 1 (1.43%)****Summary**

South Summit School District is currently able to staff all positions, but does so by having people fill multiple positions as stated in the NCLB comment below. This district is projected to grow by 42.1% over the next 20 years but will still have a student population under 2000 meaning that the need for individuals to fill multiple roles will continue and may be made more difficult by state and national restrictions and definitions of “qualified”(Utah State Department of Economic Analysis, 2003).

Source of Teachers

The following chart indicates the source of new hires in the South Summit School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind R**

The impact that NCLB will have is very serious. We have very experienced teachers who may be forced to leave education because they cannot become totally qualified. The impact on a small school district is greater than larger school districts because we rely on one teacher to teach in many areas. Budgets are not large enough to cover the added costs of each teacher being qualified. Most of the teachers in our districts have worked and obtained restricted endorsements, now that is not good enough.

Tintic School District

Filled	Growth	ESL	NCLB
G	Y	R	R

District Characteristics **Y**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	15.18	15.58	16.55	17.60
Student Growth	--	14.03	33.55	36.30	31.90
% Growth (2003 baseline)	--	5.10%	17.30%	30.50%	42.10%
% Growth (over 5 yrs)		5.10%	11.61%	11.25%	8.89%
FTE Growth	--	0.64	1.53	1.65	1.45
Total Need	--	15.81	17.11	18.20	19.05
Student Pop.	275	289.03	322.58	358.88	390.78
Total Educators	23.9	24.54	26.06	27.71	29.16

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	0.5	0	0.5	100.0%	0.0%
Elementary	7.6	1.2	8.8	86.4%	13.6%
Secondary	2.7	7.3	10	27.0%	73.0%
Library Media	0	0.6	0.6	0.0%	100.0%
School-level Admin	0.79	0.68	1.47	53.7%	46.3%
Special Education	0.85	0	0.85	100.0%	0.0%
Counseling	0.68	0	0.68	100.0%	0.0%
District-level Admin	0	1	1	0.0%	100.0%
Other	0	0	0	0.0%	0.0%
Total	13.12	10.78	23.9	54.9%	45.1%

Overall Ethnicity

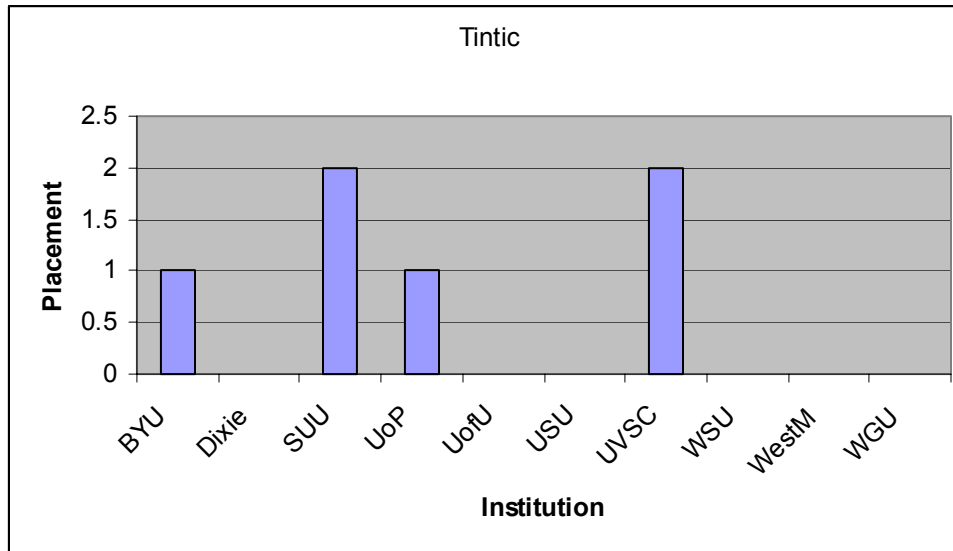
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
			24.75				24.75

Total Teachers on Letter of Authorization: 0**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 3****Total ESL Endorsed-Teachers **R**: 1 (4.8%)****Summary**

Tintic School District is a very small district with only about 25 individuals to provide services for students and teach all subjects offered. It is obvious that individuals need to fill multiple roles and that legislation preventing that will be an issue for this and other small districts.

Source of Teachers

The following chart indicates the source of new hires in the Tintic School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind R**

In terms of shortages, I don't anticipate any. But, several of our teachers will be labeled "not highly qualified".

Tooele School District

Filled	Growth	ESL	NCLB
G	R	Y	R

District Characteristics **R**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	323.60	363.85	422.36	466.09
Student Growth	--	1394.73	2026.87	1515.13	1204.08
% Growth (2003 baseline)	--	13.90%	34.10%	49.20%	61.20%
% Growth (over 5 yrs)		13.90%	17.73%	11.26%	8.04%
FTE Growth	--	63.40	92.13	68.87	54.73
Total Need	--	386.99	455.98	491.23	520.82
Student Pop.	10034	11428.73	13455.59	14970.73	16174.81
Total Educators	509.6	573.00	665.13	734.00	788.73

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	9.7	1	10.7	90.7%	9.3%
Elementary	186.6	27	213.6	87.4%	12.6%
Secondary	88	95	183	48.1%	51.9%
Library Media	0	5	5	0.0%	100.0%
School-level Admin	7	14.3	21.3	32.9%	67.1%
Special Education	40.5	16.3	56.8	71.3%	28.7%
Counseling	0.9	5.3	6.2	14.5%	85.5%
District-level Admin	0	3	3	0.0%	100.0%
Other	9	1	10	90.0%	10.0%
Total	341.7	167.9	509.6	67.1%	32.9%

Overall Ethnicity

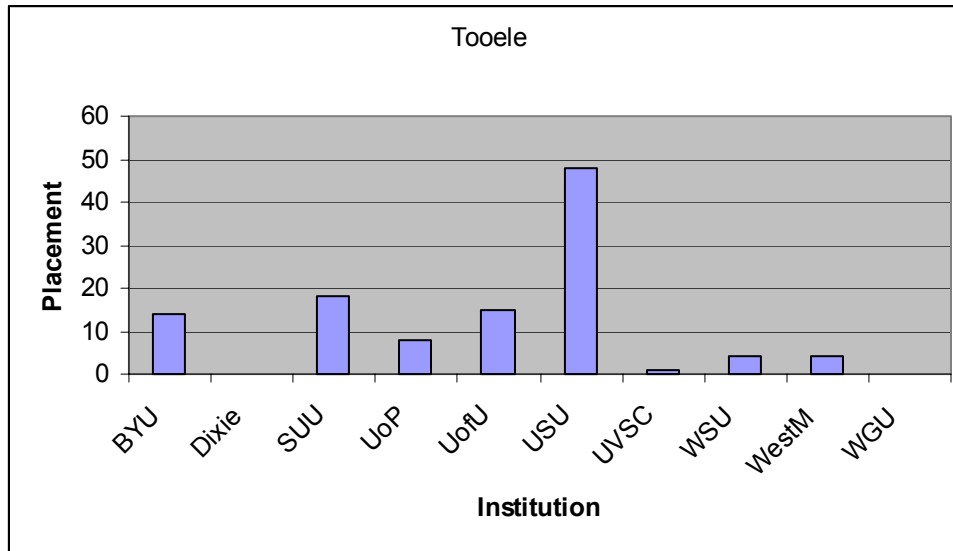
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
4	4	2	468.98	17	2	38.3	536.28

Total Teachers on Letter of Authorization: 81**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 32****Total ESL Endorsed-Teachers **Y**: 43 (10%)****Summary**

Tooele School District is a moderately sized rural district expected to grow by 61.2% over the next 20 years (Utah State Department of Economic Analysis, 2003), requiring over 200 more teachers than they currently staff. This district anticipates that licensure restrictions may negatively impact the district's ability to recruit and retain teachers.

Source of Teachers

The following chart indicates the source of new hires in the Tooele School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind**

NCLB is going to create a greater personnel shortage. In some of our locations we have a hard time trying to fill positions with qualified people. We often have to fill positions with candidates that have a reasonable amount of background in that area, but not certification. A lot depends on how the legislation comes out on certification for elementary and special education teachers. If they require elementary and special education teachers to have a major in a specific area they teach, we will lose a good part of our teachers. They have an elementary degree and teach all subjects but do not have a major in math, science, etc. This will have a heavy impact on us. Secondary teachers will not be as heavily impacted as their assignments are pretty straight forward. Again, one of our major problems is that we have mostly rural schools.

Filled	Growth	ESL	NCLB
R	P	R	Y

Uintah School District

District Characteristics **P**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	199.26	186.63	195.98	211.73
Student Growth	--	-437.51	323.87	545.47	-11.36
% Growth (2003 baseline)	--	-7.70%	-2.00%	7.60%	7.40%
% Growth (over 5 yrs)		-7.70%	6.18%	9.80%	-0.19%
FTE Growth	--	-19.89	14.72	24.79	-0.52
Total Need	--	179.38	201.36	220.78	211.21
Student Pop.	5682	5244.49	5568.36	6113.83	6102.47
Total Educators	313.8	293.91	308.63	333.43	332.91

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	4.5	0	4.5	100.0%	0.0%
Elementary	104	13	117	88.9%	11.1%
Secondary	64	57	121	52.9%	47.1%
Library Media	1	0	1	100.0%	0.0%
School-level Admin	6	9	15	40.0%	60.0%
Special Education	29.3	6	35.3	83.0%	17.0%
Counseling	5.5	4	9.5	57.9%	42.1%
District-level Admin	0	1	1	0.0%	100.0%
Other	5	4.5	9.5	52.6%	47.4%
Total	219.3	94.5	313.8	69.9%	30.1%

Overall Ethnicity

American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
6			291.35	2		1	300.35

Total Teachers on Letter of Authorization: 6

Total Unfilled Positions **R**: 6 (1 Preschool Speech Path, 1 School Psychologist, 2 Spec. Ed Preschool, 2 Spec. Ed Severe)

Retired Teachers over the last 5 years: 58

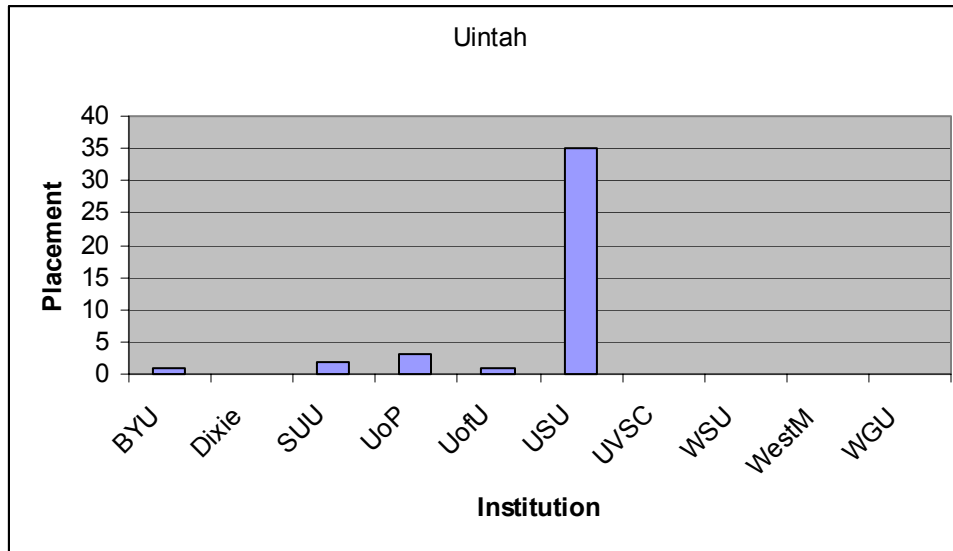
Total ESL Endorsed-Teachers **R**: 0 (0%)

Summary

Uintah School District has experienced an unusually high (18%) rate of retirement over the past five years because of a declining student population. The district is currently working to fill six positions including: Special Ed., Speech Pathology and School Psychologist. These fields are especially difficult to fill in rural areas

Source of Teachers

The following chart indicates the source of new hires in the Uintah School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind**

Student population declining (@100 pr year over last ten years resulting in reduction of educators (@ four per year). Less qualified teachers let go. Currently all educators qualified and licensed.

Wasatch School District

Filled	Growth	ESL	NCLB
R	R	R	R

District Characteristics **R**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	142.94	154.02	173.12	193.12
Student Growth	--	383.77	661.80	693.13	520.83
% Growth (2003 baseline)	--	9.80%	26.70%	44.40%	57.70%
% Growth (over 5 yrs)		9.80%	15.39%	13.97%	9.21%
FTE Growth	--	17.44	30.08	31.51	23.67
Total Need	--	160.38	184.10	204.62	216.80
Student Pop.	3916	4299.77	4961.57	5654.70	6175.53
Total Educators	225.1	242.54	272.63	304.13	327.81

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	2	0	2	100.0%	0.0%
Elementary	56.7	12.5	69.2	81.9%	18.1%
Secondary	53	42.5	95.5	55.5%	44.5%
Library Media	3.5	1	4.5	77.8%	22.2%
School-level Admin	1.2	9	10.2	11.8%	88.2%
Special Education	18.5	3.5	22	84.1%	15.9%
Counseling	5	3.2	8.2	61.0%	39.0%
District-level Admin	0	1	1	0.0%	100.0%
Other	10	2.5	12.5	80.0%	20.0%
Total	149.9	75.2	225.1	66.6%	33.4%

Overall Ethnicity

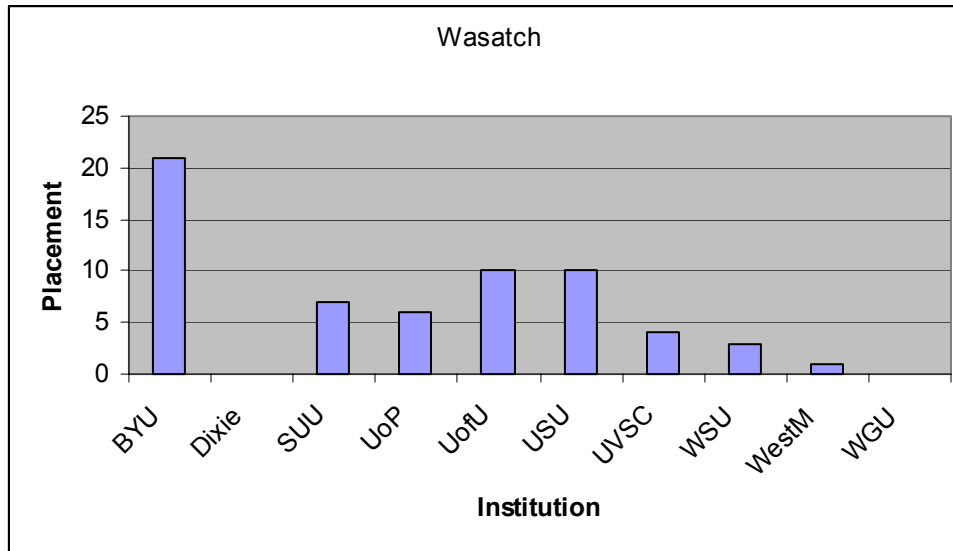
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
1		1	202.08	2		9.5	215.58

Total Teachers on Letter of Authorization: 12**Total Unfilled Positions: 1 Speech Pathologist****Retired Teachers over the last 5 years: 14****Total ESL Endorsed-Teachers **R**: 11 (6.2%)****Summary**

Wasatch School District is expected to grow steadily requiring the need for as many as 162 new hires in the next five years (Utah State Department of Economic Analysis, 2003). This district anticipates some difficulty in finding qualified individuals in fields of math, Special Education, Speech Pathology, and School Psychology.

Source of Teachers

The following chart indicates the source of new hires in the Wasatch School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind**

We anticipate shortages in Special Education, mathematics, speech therapy, and school psychologists.

Washington School District

Filled	Growth	ESL	NCLB
R	R	Y	R

District Characteristics **R**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	654.84	729.02	875.67	1025.72
Student Growth	--	2569.83	5080.80	5198.51	4570.76
% Growth (2003 baseline)	--	13.10%	39.00%	65.50%	88.80%
% Growth (over 5 yrs)		13.10%	22.90%	19.06%	14.08%
FTE Growth	--	116.81	230.95	236.30	207.76
Total Need	--	771.65	959.96	1111.96	1233.48
Student Pop.	19617	22186.83	27267.63	32466.14	37036.90
Total Educators	1031.25	1148.06	1379.01	1615.30	1823.06

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	13.9	0	13.9	100.0%	0.0%
Elementary	306.9	64.8	371.7	82.6%	17.4%
Secondary	192	218.3	410.3	46.8%	53.2%
Library Media	5	5	10	50.0%	50.0%
School-level Admin	9.2	32.2	41.4	22.2%	77.8%
Special Education	83.75	19	102.75	81.5%	18.5%
Counseling	19	18.2	37.2	51.1%	48.9%
District-level Admin	1	3	4	25.0%	75.0%
Other	29.7	10.3	40	74.3%	25.8%
Total	660.45	370.8	1031.25	64.0%	36.0%

Overall Ethnicity

American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
1	4		973.5	5.7		13.5	997.7

Total Teachers on Letter of Authorization: 57

Total Unfilled Positions **R: 16 (4 Spec. Ed—Mild/Mod, 3 Spec. Ed.—Severe, 2 Speech Path, 3 Math Level 4, 1 Science, 1 English, 1 Comp. Inf. Syst., 1 Preschool)**

Retired Teachers over the last 5 years: No data available at the district.

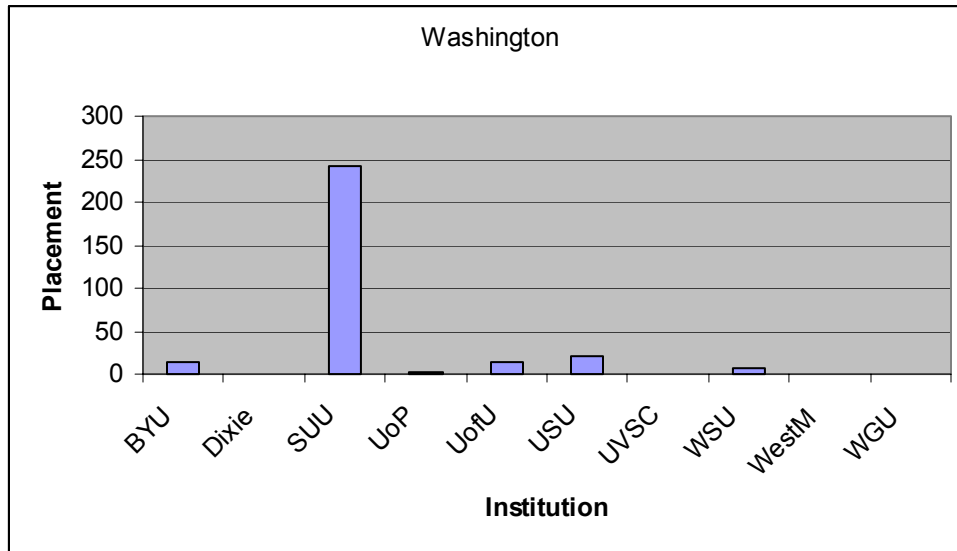
Total ESL Endorsed-Teachers **Y: 90 (10.8%)**

Summary

Washington School District reported 16 unfilled positions, indicating that classes are being staffed by substitutes or services are not being provided. This district is projected to grow by 39% over the next 10 years increasing to 88.8% by 2023 (Utah State Department of Economic Analysis, 2003), and will likely face increasing difficulty in staffing hard to fill positions unless there are more educators licensed in the areas of Special Education, Speech Pathology, and advanced mathematics.

Source of Teachers

The following chart indicates the source of new hires in the Washington School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind**

Large shortages will occur in qualified teachers! Many positions will remain unfilled.

Wayne School District

Filled	Growth	ESL	NCLB
G	R	R	Y

District Characteristics **R**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	25.42	26.09	28.80	32.26
Student Growth	--	23.40	93.60	120.12	108.16
% Growth (2003 baseline)	--	4.50%	22.50%	45.60%	66.40%
% Growth (over 5 yrs)		4.50%	17.22%	18.86%	14.29%
FTE Growth	--	1.06	4.25	5.46	4.92
Total Need	--	26.48	30.35	34.26	37.18
Student Pop.	520	543.40	637.00	757.12	865.28
Total Educators	40.03	41.09	45.35	50.81	55.72

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	0.25	0	0.25	100.0%	0.0%
Elementary	11.25	1	12.25	91.8%	8.2%
Secondary	11.5	7.2	18.7	61.5%	38.5%
Library Media	0	0	0	0.0%	0.0%
School-level Admin	0.75	0.5	1.25	60.0%	40.0%
Special Education	3	0	3	100.0%	0.0%
Counseling	0.85	0	0.85	100.0%	0.0%
District-level Admin	0	1	1	0.0%	100.0%
Other	2	0.73	2.73	73.3%	26.7%
Total	29.6	10.43	40.03	73.9%	26.1%

Overall Ethnicity

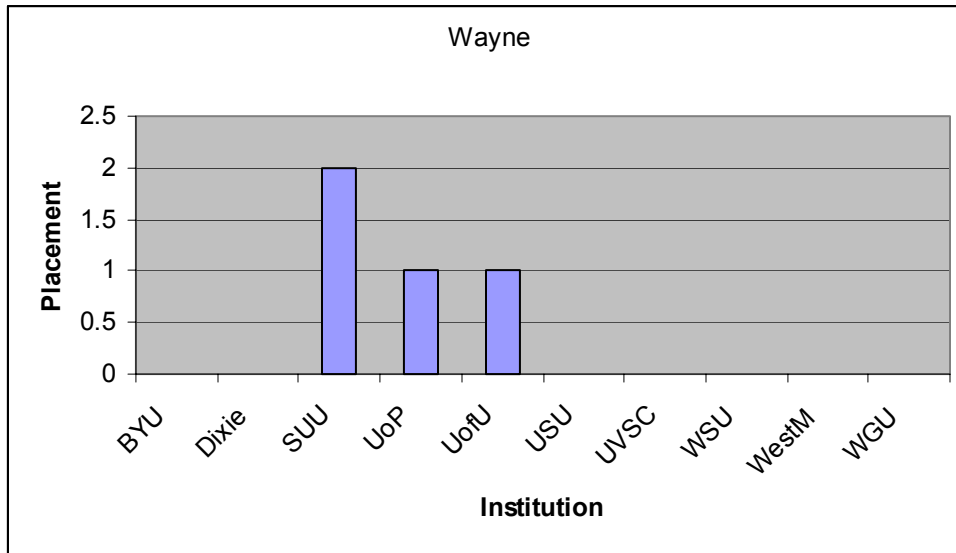
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
			38.35				38.35

Total Teachers on Letter of Authorization: 2**Total Unfilled Positions **G**: 0****Retired Teachers over the last 5 years: 4****Total ESL Endorsed-Teachers **R**: 0 (0%)****Summary**

Wayne School District is a small homogeneous district expecting gradual growth over the next 20 years, but does not anticipate any major impact from NCLB legislation. This district reports no minority or ESL endorsed educators.

Source of Teachers

The following chart indicates the source of new hires in the Wayne School District for the last five years who are still working in the district.

**Anticipated Impact of No Child Left Behind** Y

Not much impact.

Weber School District

Filled	Growth	ESL	NCLB
R	R	Y	R

District Characteristics **R**

	2003	2008	2013	2018	2023
Attrition (12.7%)	--	900.97	970.44	1106.92	1236.87
Student Growth	--	2406.78	4728.61	4502.09	2831.50
% Growth (2003 baseline)	--	8.50%	25.20%	41.10%	51.10%
% Growth (over 5 yrs)		8.50%	15.39%	12.70%	7.09%
FTE Growth	--	109.40	214.94	204.64	128.70
Total Need	--	1010.37	1185.37	1311.56	1365.57
Student Pop.	28315	30721.78	35450.38	39952.47	42783.97
Total Educators	1418.85	1528.25	1743.19	1947.83	2076.53

Teacher/Administrator Breakdown by Gender

	Female	Male	Total	Female Percentage	Male Percentage
Early Childhood	10.7	0	10.7	100.0%	0.0%
Elementary	519.5	46.5	566	91.8%	8.2%
Secondary	277.3	217.8	495.1	56.0%	44.0%
Library Media	8	5	13	61.5%	38.5%
School-level Admin	26	32.5	58.5	44.4%	55.6%
Special Education	148.75	24	172.75	86.1%	13.9%
Counseling	47	17.6	64.6	72.8%	27.2%
District-level Admin	1	3	4	25.0%	75.0%
Other	15.5	18.7	34.2	45.3%	54.7%
Total	1053.75	365.1	1418.85	74.3%	25.7%

Overall Ethnicity

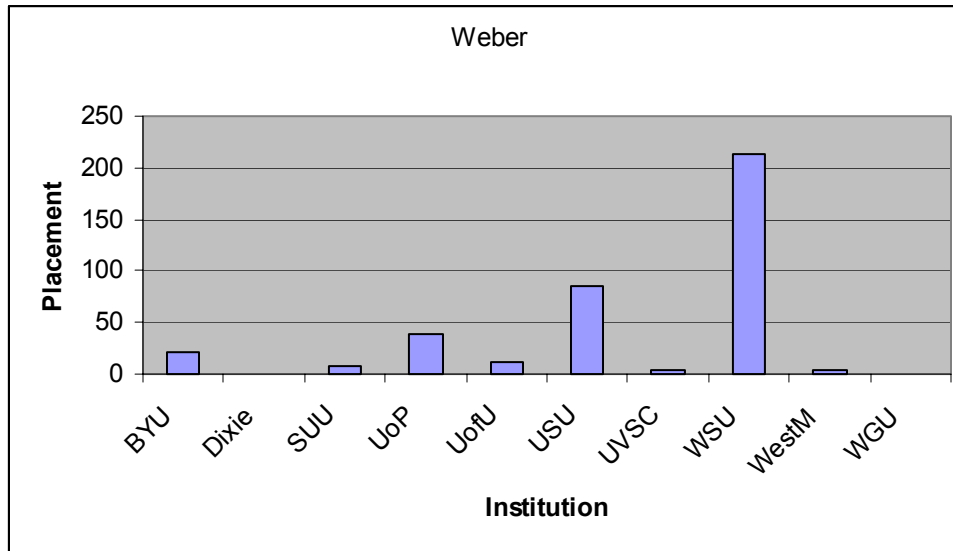
American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
1	8.97	4	1392.34	7.8	1	4.5	1419.61

Total Teachers on Letter of Authorization: 88**Total Unfilled Positions **R**: 1 (Speech Pathologist)****Retired Teachers over the last 5 years: 195****Total ESL Endorsed-Teachers **Y**: 58 (10.2%)****Summary**

Weber School District is projected to grow from 28,315 to 35,456 students in the next 10 years (Utah State Department of Economic Analysis, 2003), necessitating approximately 125 new hires per year. The district anticipates difficulty staffing some positions due to “qualified” requirements.

Source of Teachers

The following chart indicates the source of new hires in the Weber School District for the last five years who are still working in the district.

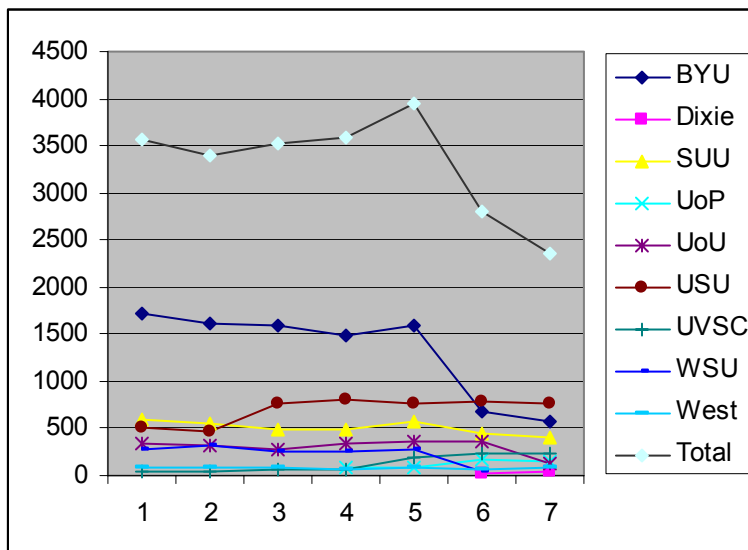
**Anticipated Impact of No Child Left Behind R**

Personnel shortages will skyrocket if: (1) elementary teachers must have a major or equivalent in a core subject. (2) secondary teachers must have a major or equivalent in core subjects they teach.

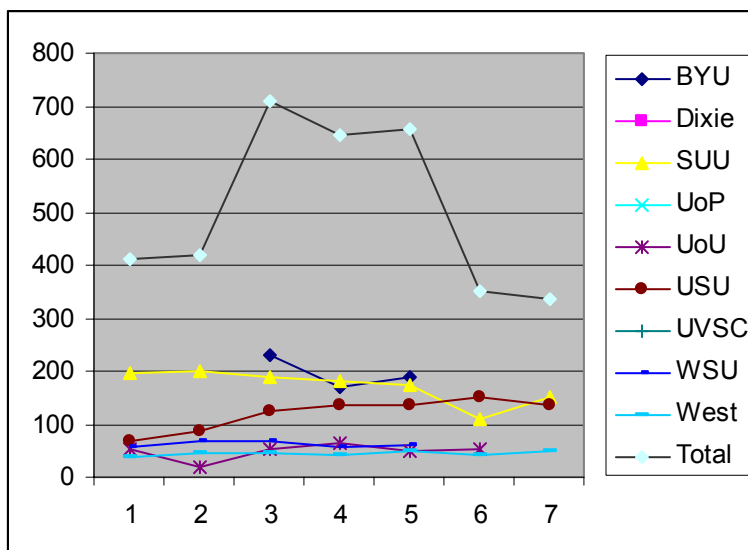
College & University Reports

This section includes data from the colleges and universities regarding the students recommended for licensure and the placement of those students. The data for graduates with their majors and minors is included here. Also included in the report for each institution is a map with placement data for graduates who have been placed in schools over the last five years who are still working in education.

Overall Trend in Licensure Recommendations



Overall Trend in Minors



BYU
Students Recommended for Licensure

Licensure Area	1998-	1999-	2000-	2001-	2002-	2nd Year Students 2003-2004	1st Year Students 2003-2004
Early Childhood, K-3	98	76	70	51	81	116	55
Elementary, 1-8	435	365	420	323	339	344	313
Secondary, 6-12	546	550	515	494	488	N	N
Administrative/Supervisory	30	32	23	22	36	27	45
School Counselor/School Psychologist	1	11	13	10	17	29	40
School Social Worker	N	N	2	1	10	N	N
Special Education	N	N	N	N	N	9	20
SPED-Mild/Moderate	22	14	17	6	52	See SPED	See SPED
SPED-Severe Handicapped	4	7	5	2	14	See SPED	See SPED
Special Education (Birth-5)	5	10	8	13	8	0	0
SPED-Visual Impaired (Birth-5)	0	3	0	1	1	0	0
Communication Disorders (Speech Pathology)	45	13	11	76	69	106	72
Visual Arts	28	15	20	12	19	Not Tracked	Not Tracked
Dance	8	7	4	10	12	Not Tracked	Not Tracked
Drama (theater)	18	17	16	11	13	Not Tracked	Not Tracked
Humanities	12	12	13	5	9	Not Tracked	Not Tracked
Music	20	26	19	23	14	Not Tracked	Not Tracked
Chinese	0	0	2	0	0	Not Tracked	Not Tracked
French	7	8	13	9	10	Not Tracked	Not Tracked
German	3	7	6	2	4	Not Tracked	Not Tracked
Japanese	4	2	2	1	1	Not Tracked	Not Tracked
Latin	1	0	0	1	0	Not Tracked	Not Tracked
Russian	9	2	1	1	1	Not Tracked	Not Tracked
Spanish	38	21	19	17	16	Not Tracked	Not Tracked
Health	33	31	27	28	30	Not Tracked	Not Tracked
Physical Education	20	23	31	22	17	Not Tracked	Not Tracked
Mathematics	63	75	60	51	61	Not Tracked	Not Tracked
English	89	85	72	72	71	Not Tracked	Not Tracked
Biology	55	60	40	45	37	Not Tracked	Not Tracked
Chemistry	3	3	7	3	1	Not Tracked	Not Tracked
Earth Science	2	3	4	5	4	Not Tracked	Not Tracked
Physical Science	3	10	6	7	4	11	6
Physics	6	8	9	6	16	Not Tracked	Not Tracked
Geography	1	1	6	4	4	Not Tracked	Not Tracked
History	63	75	77	85	74	Not Tracked	Not Tracked
Political Science	2	2	0	0	N	Not Tracked	Not Tracked
Psychology	6	6	4	6	4	Not Tracked	Not Tracked
Social Science	27	28	25	35	27	37	19
Sociology	0	2	1	3	1	N	N
Family and Consumer Sciences	6	0	0	N	N	N	N
Technology Education	9	5	16	17	18	Not Tracked	Not Tracked
Gifted & Talented	1	0	3	0	8	N	N
	1723	1615	1587	1480	1591	679	570

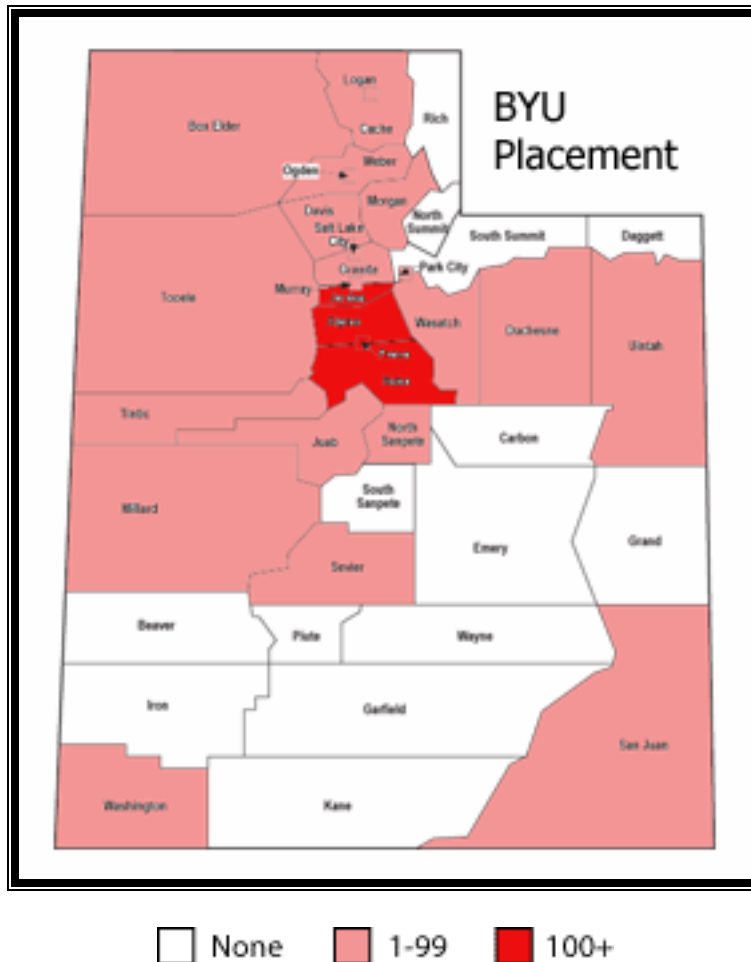
BYU Minors

Licensure Area	1998-	1999-	2000-	2001-	2002-	2 nd Year Students 2003-2004	1 st Year Students 2003-2004
SPED-Mild/Moderate	Not Tracked	Not Tracked	17	13	7	Not Tracked	Not Tracked
Visual Arts	Not Tracked	Not Tracked	3	0	1	Not Tracked	Not Tracked
Dance	Not Tracked	Not Tracked	2	N	N	Not Tracked	Not Tracked
Drama (theater)	Not Tracked	Not Tracked	3	0	0	Not Tracked	Not Tracked
Chinese	Not Tracked	Not Tracked	1	0	0	Not Tracked	Not Tracked
French	Not Tracked	Not Tracked	4	1	3	Not Tracked	Not Tracked
German	Not Tracked	Not Tracked	2	3	3	Not Tracked	Not Tracked
Japanese	Not Tracked	Not Tracked	1	4	0	Not Tracked	Not Tracked
Latin	Not Tracked	Not Tracked	1	0	0	Not Tracked	Not Tracked
Russian	Not Tracked	Not Tracked	3	1	1	Not Tracked	Not Tracked
Spanish	Not Tracked	Not Tracked	25	10	17	Not Tracked	Not Tracked
Drivers Education	Not Tracked	Not Tracked	19	13	22	Not Tracked	Not Tracked
Health	Not Tracked	Not Tracked	6	8	6	Not Tracked	Not Tracked
Physical Education/Sports/Coaching	Not Tracked	Not Tracked	25	21	25	Not Tracked	Not Tracked
Mathematics	Not Tracked	Not Tracked	22	8	7	Not Tracked	Not Tracked
BiLingual/ESL	Not Tracked	Not Tracked	22	29	36	Not Tracked	Not Tracked
English	Not Tracked	Not Tracked	24	18	13	Not Tracked	Not Tracked
Biology	Not Tracked	Not Tracked	5	n	n	Not Tracked	Not Tracked
Chemistry	Not Tracked	Not Tracked	3	1	4	Not Tracked	Not Tracked
Geology	Not Tracked	Not Tracked	2	0	1	Not Tracked	Not Tracked
Physics	Not Tracked	Not Tracked	3	3	1	Not Tracked	Not Tracked
Geography	Not Tracked	Not Tracked	3	5	3	Not Tracked	Not Tracked
History	Not Tracked	Not Tracked	21	14	22	Not Tracked	Not Tracked
Political Science	Not Tracked	Not Tracked	3	3	6	Not Tracked	Not Tracked
Psychology	Not Tracked	Not Tracked	5	7	5	Not Tracked	Not Tracked
Sociology	Not Tracked	Not Tracked	4	5	4	Not Tracked	Not Tracked
Computer Science	Not Tracked	Not Tracked	2	1	2	Not Tracked	Not Tracked
			231	168	189		
SPED-Mild/Moderate	Not Tracked	Not Tracked	17	13	7	Not Tracked	Not Tracked
Visual Arts	Not Tracked	Not Tracked	3	0	1	Not Tracked	Not Tracked
Dance	Not Tracked	Not Tracked	2	N	N	Not Tracked	Not Tracked
Drama (theater)	Not Tracked	Not Tracked	3	0	0	Not Tracked	Not Tracked
Chinese	Not Tracked	Not Tracked	1	0	0	Not Tracked	Not Tracked
French	Not Tracked	Not Tracked	4	1	3	Not Tracked	Not Tracked
German	Not Tracked	Not Tracked	2	3	3	Not Tracked	Not Tracked
Japanese	Not Tracked	Not Tracked	1	4	0	Not Tracked	Not Tracked
Latin	Not Tracked	Not Tracked	1	0	0	Not Tracked	Not Tracked
Russian	Not Tracked	Not Tracked	3	1	1	Not Tracked	Not Tracked
Spanish	Not Tracked	Not Tracked	25	10	17	Not Tracked	Not Tracked
Drivers Education	Not Tracked	Not Tracked	19	13	22	Not Tracked	Not Tracked
Health	Not Tracked	Not Tracked	6	8	6	Not Tracked	Not Tracked
Physical Education/Sports/Coaching	Not Tracked	Not Tracked	25	21	25	Not Tracked	Not Tracked
Mathematics	Not Tracked	Not Tracked	22	8	7	Not Tracked	Not Tracked

BYU

Student Placement—Last Five Years

Alpine	416	Nebo	240
Beaver		NorthSanpete	6
Box Elder	6	North Summit	
Cache	2	Ogden	3
Carbon		Park City	4
Daggett		Piute	
Davis	50	Provo	123
Duchesne	5	Rich	
Emery		Salt Lake City	22
Garfield		San Juan	7
Grand		Sevier	1
Granite	90	South Sanpete	
Iron		South Summit	
Jordan	242	Tintic	1
Juab	2	Tooele	14
Kane		Uintah	1
Logan	9	Wasatch	21
Millard	1	Washington	13
Morgan	3	Wayne	
Murray	13	Weber	21



Dixie College
Students Recommended for Licensure

Licensure Area	1998-	1999-	2000-	2001-	2002-	2nd Year Students 2003-2004	1st Year Students 2003-2004
Elementary, 1-8	N/R	N/R	N/R	N/R	N/R	25	34
Language (ESL)	N/R	N/R	N/R	N/R	N/R	34	25
Total Enrollment	N/R	N/R	N/R	N/R	N/R	25	N/R

Student Placement—Last Five Years: None. This program is just beginning to graduate teachers.

Alpine		Nebo	
Beaver		NorthSanpete	
Box Elder		North Summit	
Cache		Ogden	
Carbon		Park City	
Daggett		Piute	
Davis		Provo	
Duchesne		Rich	
Emery		Salt Lake City	
Garfield		San Juan	
Grand		Sevier	
Granite		South Sanpete	
Iron		South Summit	
Jordan		Tintic	
Juab		Tooele	
Kane		Uintah	
Logan		Wasatch	
Millard		Washington	
Morgan		Wayne	
Murray		Weber	

SUU
Students Recommended for Licensure

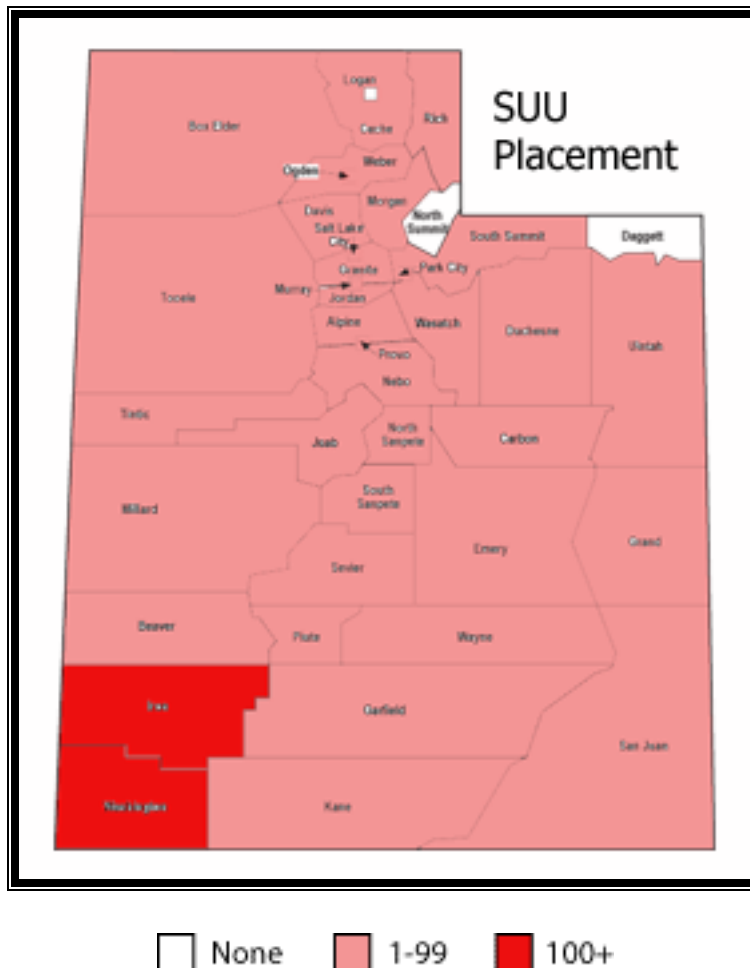
Licensure Area	1998-	1999-	2000-	2001-	2002-	2nd Year Students 2003-2004	1st Year Students 2003-2004
Early Childhood, K-3	55	51	41	47	79	49	35
Elementary, 1-8	168	179	150	166	208	141	125
Secondary, 6-12	166	136	131	111	109	92	80
Administrative/Supervisory	N/R	N/R	N/R	21	32	36	30
Library Media	3	5	2	3	9	4	4
SPED-Mild/Moderate	52	47	40	27	30	31	20
Visual Arts	9	7	8	4	3	5	4
Dance	0	1	3	3	5	0	3
Drama (theater)	2	2	3	0	0	3	2
Music	8	4	6	2	7	6	5
French	1	0	2	1	0	0	1
German	1	1	3	2	0	0	1
Spanish	7	5	4	3	4	2	3
Physical Education	27	30	23	19	25	20	22
Mathematics	11	4	6	9	7	2	5
Communication	5	0	2	2	2	2	2
English	11	20	7	16	11	11	12
Biology	12	11	11	7	5	4	6
Chemistry	1	1	1	1	0	0	1
Physical Science	2	0	2	3	2	2	1
History	10	11	13	11	8	3	5
Political Science	1	0	1	1	0	0	1
Psychology	7	9	4	4	2	7	3
Social Science	11	9	7	7	5	5	8
Sociology	3	5	1	5	4	2	2
Business	10	3	7	4	4	4	5
Family and Consumer Sciences	5	5	6	4	7	3	5
Technology Education	11	7	11	5	8	8	9
Totals	599	553	495	488	576	442	400

SUU Minors

Licensure Area	1998-	1999-	2000-	2001-	2002-	2 nd Year Student s 2003- 2004	1 st Year Student s 2003- 2004
Library Media	9	15	3	3	9	5	4
SPED-Mild/Moderate	11	4	0	0	3	4	3
Visual Arts	2	0	5	2	3	0	2
Dance	4	1	1	2	1	0	1
Drama (theater)	0	0	2	2	3	0	1
French	8	7	2	4	2	0	3
German	4	2	0	0	1	0	1
Spanish	14	13	23	9	8	5	7
Health	4	12	17	16	18	16	17
Physical Education	6	12	13	10	7	2	9
Physical Education/Sports/Coaching	29	33	26	21	18	3	10
Mathematics	6	9	8	6	5	5	7
Communication	2	1	0	2	0	0	0
English	6	6	7	8	4	7	6
English as a Second Language (ESL)	0	0	0	0	0	1	5
Journalism	0	0	1	1	1	2	2
Reading	52	55	53	58	70	36	40
Speech	0	2	2	1	2	0	2
Biology	1	2	0	0	0	0	0
Chemistry	6	4	8	5	4	2	5
Geology	0	0	1	0	0	0	1
Physics	2	0	0	0	0	0	1
Geography	3	1	1	0	2	1	2
History	10	4	5	7	4	8	6
Political Science	7	1	1	1	0	1	2
Psychology	2	9	4	9	3	2	4
Social Science	3	1	2	5	3	6	5
Sociology	1	1	1	6	2	1	2
Business	1	2	3	3	1	0	2
Family and Consumer Sciences	2	2	0	0	0	1	1
	195	199	189	181	174	108	151

Student Placement—Last Five Years

Alpine	46	Nebo	26
Beaver	19	NorthSanpete	8
Box Elder	5	North Summit	
Cache	1	Ogden	7
Carbon	12	Park City	1
Daggett		Piute	3
Davis	17	Provo	6
Duchesne	7	Rich	2
Emery	5	Salt Lake City	3
Garfield	9	San Juan	7
Grand	3	Sevier	60
Granite	55	South Sanpete	16
Iron	120	South Summit	3
Jordan	79	Tintic	2
Juab	5	Tooele	18
Kane	10	Uintah	2
Logan		Wasatch	7
Millard	17	Washington	242
Morgan	1	Wayne	2
Murray	4	Weber	7

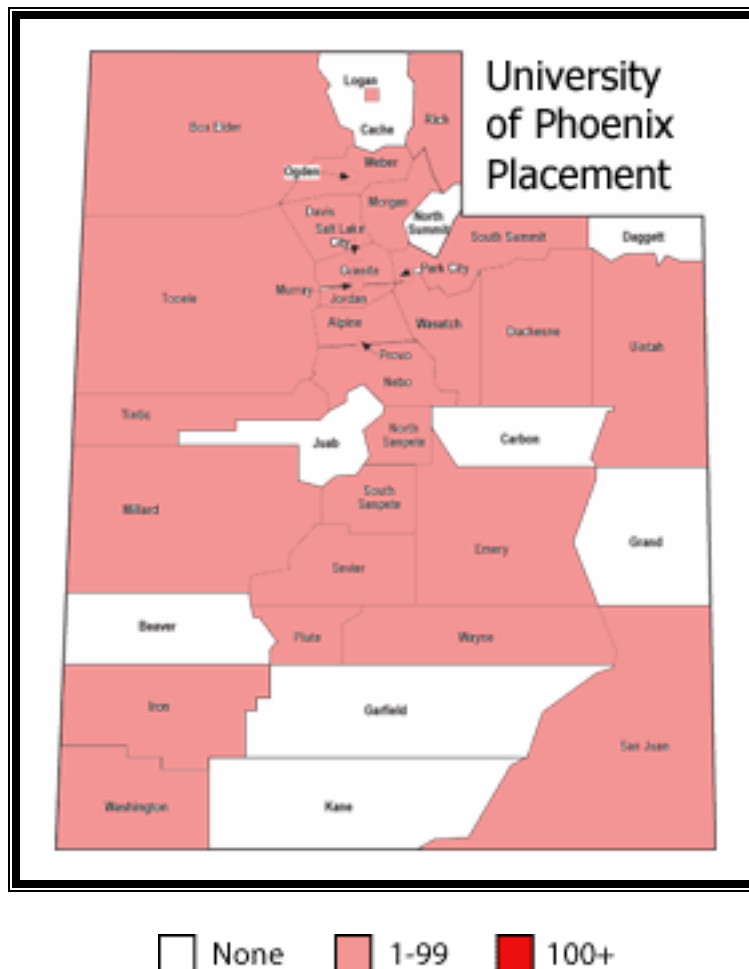


University of Phoenix
Students Recommended for Licensure

Licensure Area	1998-	1999-	2000-	2001-	2002-	2nd Year Students 2003-2004	1st Year Students 2003-2004
Elementary, 1-8	N/R	N/R	N/R	N/R	N/R	58	50
Secondary, 6-12	N/R	N/R	N/R	43	46	61	53
SPED-Hearing Impaired	N/R	N/R	N/R	N/R	1	N/R	N/R
Visual Arts	N/R	N/R	N/R	4	4	N/R	N/R
Dance	N/R	N/R	N/R	N/R	N/R	1	2
Drama (theater)	N/R	N/R	N/R	N/R	N/R	2	2
Humanities	N/R	N/R	N/R	N/R	N/R	2	N/R
Music	N/R	N/R	N/R	2	1	N/R	N/R
French	N/R	N/R	N/R	2	N/R	N/R	N/R
Spanish	N/R	N/R	N/R	4	3	4	4
Health	N/R	N/R	N/R	2	4	2	2
Physical Education	N/R	N/R	N/R	N/R	N/R	3	2
Mathematics	N/R	N/R	N/R	5	6	7	7
English	N/R	N/R	N/R	6	11	12	12
Biology	N/R	N/R	N/R	5	1	4	4
Physics	N/R	N/R	N/R	1	N/R	N/R	N/R
History	N/R	N/R	N/R	9	8	15	18
Political Science	N/R	N/R	N/R	1	1	N/R	N/R
Psychology	N/R	N/R	N/R	1	2	2	N/R
Business	N/R	N/R	N/R	1	N/R	3	N/R
Business Computer and Information Systems	N/R	N/R	N/R	N/R	N/R	1	N/R
Family and Consumer Sciences	N/R	N/R	N/R	N/R	N/R	2	N/R
Computer Science	N/R	N/R	N/R	N/R	1	1	N/R
Total Majors				86	89	180	156

University of Phoenix Student Placement—Last Five Years

Alpine	33	Nebo	24
Beaver		NorthSanpete	5
Box Elder	8	North Summit	1
Cache		Ogden	14
Carbon		Park City	3
Daggett		Piute	1
Davis	42	Provo	11
Duchesne	1	Rich	1
Emery	2	Salt Lake City	13
Garfield	1	San Juan	2
Grand		Sevier	1
Granite	70	South Sanpete	8
Iron	1	South Summit	1
Jordan	72	Tintic	1
Juab		Tooele	8
Kane		Uintah	3
Logan	1	Wasatch	6
Millard	2	Washington	3
Morgan	5	Wayne	1
Murray	9	Weber	38



University of Utah
Students Recommended for Licensure

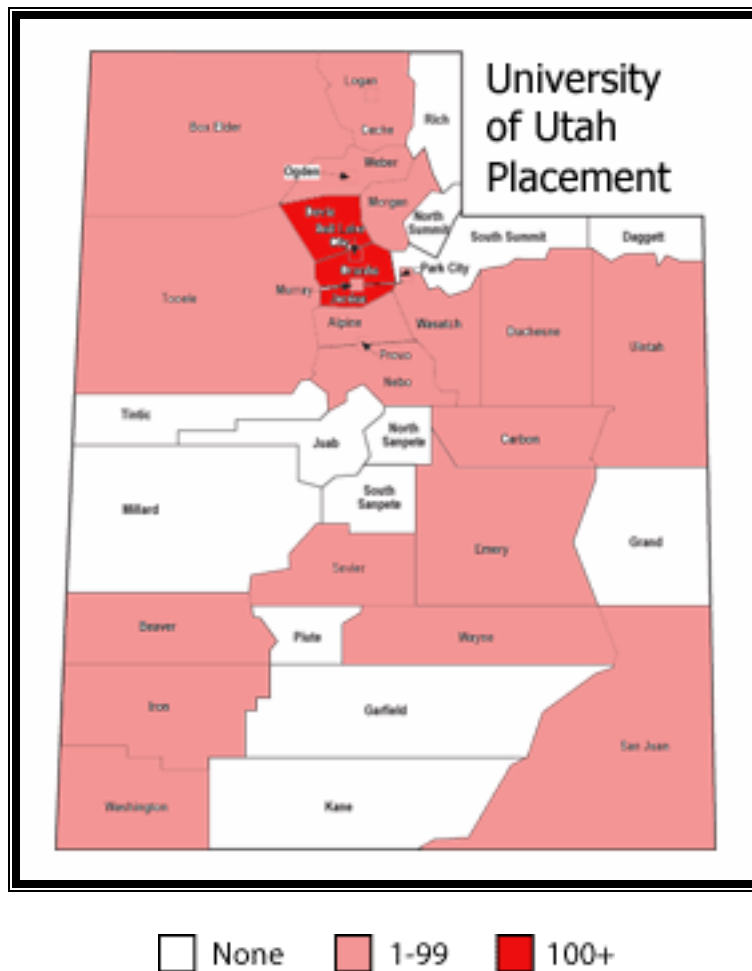
Licensure Area	1998-	1999-	2000-	2001-	2002-	2nd Year Students 2003-2004	1st Year Students 2003-2004
Early Childhood, K-3	18	11	15	15	24	15	N/R
Elementary, 1-8	53	56	40	52	70	55	55
Secondary, 6-12	67	53	61	83	70	69	N/R
Administrative/Supervisory	19	35	31	38	29	19	22
School Counselor	11	15	13	8	11	11	9
School Psychologist	4	10	9	3	8	7	8
School Social Worker	21	38	19	14	25	27	23
SPED-Hearing Impaired	5	3	1	2	4	7	N/R
SPED-Mild/Moderate	16	14	6	8	14	13	N/R
SPED-Severe Handicapped	13	13	6	18	11	12	N/R
SPED-Visual Impaired	2	3	2	2	4	3	N/R
Special Education (Birth-5)	4	6	6	5	6	9	N/R
SPED-Hearing Impaired (Birth-5)	0	0	5	1	2	3	N/R
SPED-Visual Impaired (Birth-5)	0	0	2	1	2	2	N/R
Communication Disorders (Audiology)	0	1	1	0	3	2	N/R
Communication Disorders (Speech Pathology)	18	14	5	15	10	17	N/R
Visual Arts	8	6	7	7	8	4	N/R
Dance	1	2	0	0	0	2	N/R
Drama (theater)	1	7	0	2	3	2	N/R
Music	20	2	1	11	6	10	N/R
French	2	0	0	0	0	2	N/R
German	1	0	1	1	2	0	N/R
Russian	0	0	0	1	0	0	N/R
Spanish	0	0	3	3	3	6	N/R
Health	3	1	5	7	4	1	N/R
Physical Education	3	6	5	7	3	7	N/R
Mathematics	10	2	5	12	8	8	N/R
Communication	0	0	2	1	1	2	N/R
English	17	6	11	16	10	12	N/R
Biology	6	2	5	1	3	3	N/R
Chemistry	1	2	0	0	1	1	N/R
Geology	0	0	0	1	0	0	N/R
Economics	0	1	0	0	0	0	N/R
Geography	1	2	1	1	1	3	N/R
History	6	5	8	7	5	10	N/R
Political Science	1	1	3	2	0	1	N/R
Psychology	1	3	0	1	0	1	N/R
Social Science	4	4	2	0	4	5	N/R
Sociology	1	1	1	1	2	0	N/R
	338	325	282	347	357	351	117

University of Utah Minors

Licensure Area	1998-	1999-	2000-	2001-	2002-	2nd Year Student s 2003- 2004	1st Year Student s 2003- 2004
Visual Arts	0	0	1	0	0	0	N/R
French	0	1	0	1	1	4	N/R
German	0	0	0	1	1	1	N/R
Latin	1	0	0	0	1	0	N/R
Russian	0	0	0	1	0	1	N/R
Spanish	5	4	4	3	4	5	N/R
Coaching	3	1	5	2	2	3	N/R
Health	3	0	4	3	0	2	N/R
Mathematics	5	1	3	3	1	2	N/R
Bilingual/ESL	0	0	0	0	0	0	N/R
Communication	0	1	0	1	1	0	N/R
English	3	3	4	6	2	4	N/R
English as a Second Language (ESL)	3	2	2	9	12	8	N/R
Reading	7	2	7	8	7	6	N/R
Speech	0	0	1	0	0	0	N/R
Biology	1	0	0	3	0	0	N/R
Chemistry	3	0	5	2	2	2	N/R
Geology	1	0	0	1	0	1	N/R
Physics	3	0	1	4	0	3	N/R
Economics	1	0	0	0	0	0	N/R
Geography	2	0	1	1	1	2	N/R
History	7	2	6	6	6	3	N/R
Political Science	1	0	3	3	2	4	N/R
Psychology	1	1	0	6	5	0	N/R
Social Science	3	2	4	1	2	2	N/R
	53	20	51	65	50	53	

University of Utah Student Placement—Last Five Years

Alpine	38	Nebo	9
Beaver	1	NorthSanpete	
Box Elder	6	North Summit	
Cache	6	Ogden	15
Carbon	3	Park City	21
Daggett		Piute	
Davis	142	Provo	5
Duchesne	2	Rich	
Emery	2	Salt Lake City	122
Garfield		San Juan	1
Grand		Sevier	6
Granite	276	South Sanpete	
Iron	4	South Summit	
Jordan	216	Tintic	
Juab		Tooele	15
Kane		Uintah	1
Logan	2	Wasatch	10
Millard		Washington	15
Morgan	5	Wayne	1
Murray	30	Weber	12



Utah State University

Students Recommended for Licensure

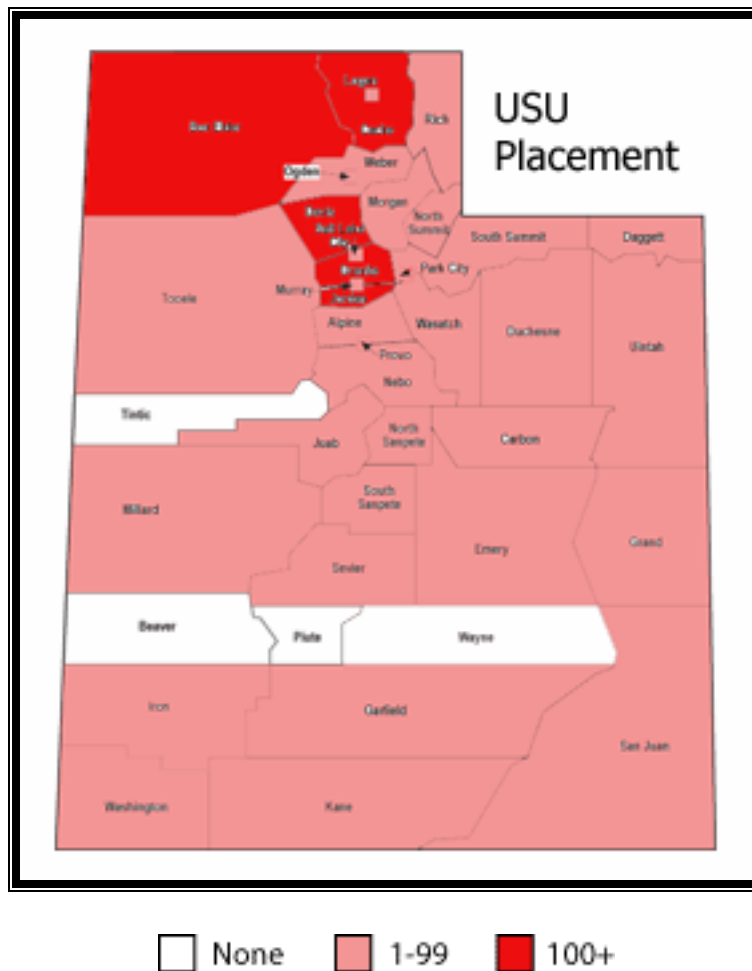
Licensure Area	1998-	1999-	2000-	2001-	2002-	2nd Year Students 2003-2004	1st Year Students 2003-2004
Early Childhood, K-3	4	8	11	9	14	14	4
Elementary, 1-8	164	1	179	174	182	252	189
Middle Level	0	4	3	10	7	0	0
Secondary, 6-12	118	101	161	151	160	184	171
Administrative/Supervisory	0	40	28	31	31	16	44
Library Media	3	16	24	25	19	1	11
School Counselor	6	27	24	45	22	21	46
School Psychologist	1	1	3	6	3	1	5
Special Education	41	68	72	103	110	25	48
SPED-Hearing Impaired	7	4	6	6	6	7	1
SPED-Mild/Moderate	6	6	44	28	24	26	25
SPED-Severe Handicapped	11	16	9	10	19	24	20
Special Education (Birth-5)	5	10	8	13	8	0	0
SPED-Visual Impaired (Birth-5)	0	3	0	1	1	0	0
Communication Disorders (Audiology)	15	18	6	6	1	0	14
Communication Disorders (Speech Pathology)	15	42	21	35	9	38	15
Dance	7	2	7	1	0	7	6
Drama (theater)	0	1	2	1	1	6	3
Music	4	5	9	5	12	15	16
French	0	0	1	0	0	1	1
German	1	1	0	0	0	0	0
Spanish	2	1	2	4	2	2	9
Health	6	8	10	5	6	14	9
Physical Education	17	19	21	16	19	14	23
Mathematics	12	1	15	12	19	19	24
Mathematics/Statistics	0	0	0	0	0	2	7
English	12	7	22	24	17	20	9
Biology	6	6	12	12	8	7	8
Chemistry	3	0	1	0	1	1	1
Earth Science	1	0	0	1	3	2	2
Physical Science	1	2	4	5	6	4	4
Physics	0	0	0	0	0	0	0
Geography	3	2	1	2	2	2	3
History	8	9	8	7	10	20	16
Political Science	0	0	0	0	3	1	2
Psychology	1	4	6	12	7	0	3
Social Science	11	9	11	9	8	2	4
Sociology	0	1	0	0	2	0	0
Agriculture	1	4	7	10	9	9	16
Business	6	6	10	8	7	11	4
Family and Consumer Sciences	8	6	6	10	6	14	5
Technology Education	5	1	6	5	6	2	4
Marketing Education	0	2	2	1	1	2	1
Total Majors	511	462	762	803	771	786	773

USU
Minors

Licensure Area	1998-	1999-	2000-	2001-	2002-	2nd Year Student s 2003- 2004	1st Year Student s 2003- 2004
Library Media	3	16	24	25	19	2	0
SPED-Mild/Moderate	5	16	16	28	24	26	29
Drama (theater)	0	1	1	1	1	2	2
French	0	1	3	2	0	2	0
German	1	1	0	0	2	2	0
Spanish	9	2	3	6	11	13	11
Health	6	7	6	10	10	5	7
Physical Education	5	10	10	7	5	12	9
Physical Education/Sports/Coaching	1	0	5	3	2	2	3
Mathematics	5	0	1	1	5	4	2
English	0	6	11	5	6	7	8
English as a Second Language (ESL)	0	0	0	1	3	12	15
Chemistry	3	1	6	6	4	5	2
Physics	1	1	4	0	4	2	1
Geography	4	5	4	2	3	3	2
History	6	4	8	16	17	5	15
Political Science	1	4	6	4	0	6	3
Psychology	9	2	10	2	9	10	9
Social Science	1	1	1	4	3	13	9
Sociology	2	4	2	2	2	2	1
Agriculture	2	0	1	7	1	1	1
Business	5	3	3	4	3	14	7
Marketing Education	0	0	0	0	0	0	0
	69	85	125	136	134	150	136

Utah State University Student Placement—Last Five Years

Alpine	59	Nebo	53
Beaver		NorthSanpete	15
Box Elder	101	North Summit	5
Cache	126	Ogden	26
Carbon	10	Park City	7
Daggett	1	Piute	
Davis	151	Provo	13
Duchesne	22	Rich	1
Emery	7	Salt Lake City	27
Garfield	1	San Juan	20
Grand	7	Sevier	8
Granite	136	South Sanpete	7
Iron	3	South Summit	5
Jordan	161	Tintic	
Juab	4	Tooele	48
Kane	1	Uintah	35
Logan	77	Wasatch	10
Millard	1	Washington	20
Morgan	9	Wayne	
Murray	18	Weber	86

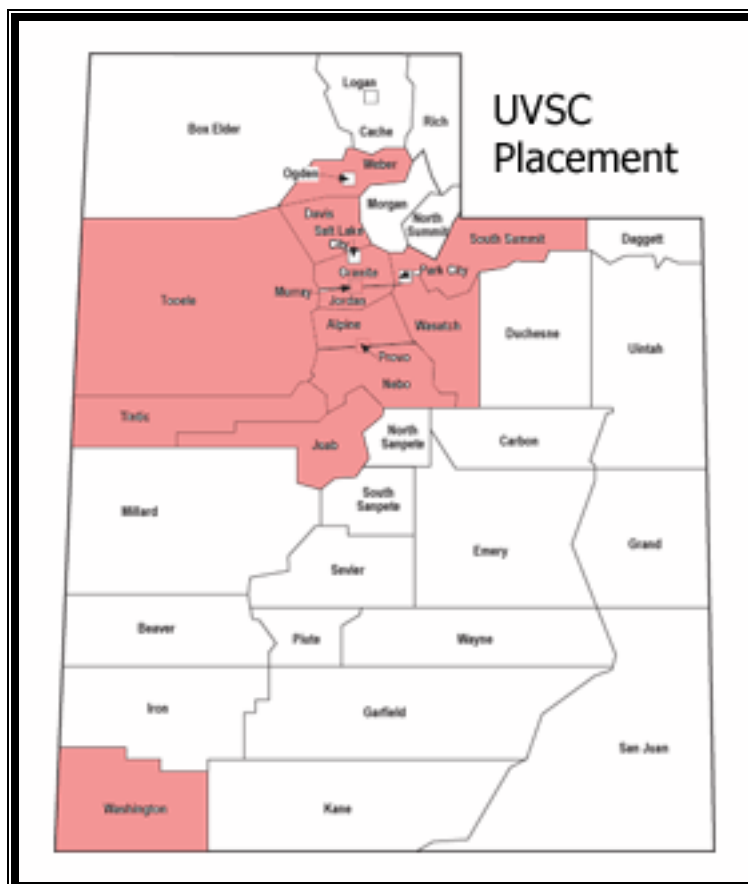


Utah Valley State College
Students Recommended for Licensure

Licensure Area	1998-	1999-	2000-	2001-	2002-	2nd Year Students 2003-2004	1st Year Students 2003-2004
Early Childhood, K-3	10	10	10	10	25	14	15
Elementary, 1-8	33	33	50	61	103	99	116
Secondary, 6-12	0	0	0	0	33	66	105
Mathematics	0	0	0	0	1	4?	
English	0	0	0	0	23	29?	
Biology	0	0	0	0	4	6?	
Earth Science	0	0	0	0	0	2?	
Physics	0	0	0	0	0	1?	
Economics	0	0	0	0	0	1?	
History	0	0	0	0	5	10?	
Technology Education	0	0	0	0	0	1	0
Business/Marketing Education	0	0	0	0	1	8	0
	43	43	60	71	195	241	236

UVSC Student Placement—Last Five Years

Alpine	83	Nebo	40
Beaver		NorthSanpete	
Box Elder		North Summit	
Cache		Ogden	
Carbon		Park City	
Daggett		Piute	
Davis	3	Provo	7
Duchesne		Rich	
Emery		Salt Lake City	
Garfield		San Juan	
Grand		Sevier	
Granite	12	South Sanpete	
Iron		South Summit	2
Jordan	15	Tintic	2
Juab	3	Tooele	1
Kane		Uintah	
Logan		Wasatch	4
Millard		Washington	1
Morgan		Wayne	
Murray	2	Weber	3



None
 1-99
 100+

Weber State University
Students Recommended for Licensure

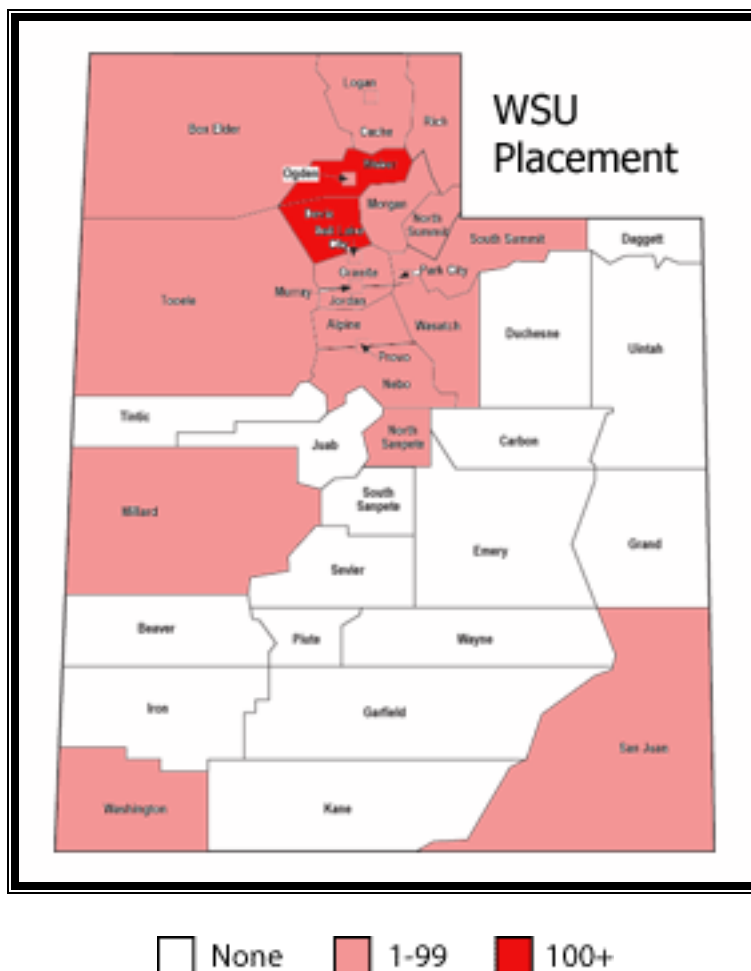
Licensure Area	1998-	1999-	2000-	2001-	2002-	2nd Year Students 2003-2004	1st Year Students 2003-2004
Early Childhood, K-3	18	16	19	22	19	N/R	N/R
Elementary, 1-8	75	90	95	70	101	N/R	N/R
Secondary, 6-12	91	98	68	79	77	N/R	N/R
Special Education	N/R	9	9	9	9	N/R	N/R
Visual Arts	1	6	3	3	4		3
Drama (theater)	4	5	N/R	N/R	1		2
Music	4	5	4	2	4		1
French	1	2	2	1	3	N/R	N/R
German	3	1	N/R	1	N/R	N/R	N/R
Spanish	1	7	10	6	5		1
Physical Education/Sports/Coaching	6	10	7	11	6	N/R	N/R
Mathematics	7	5	2	4	2	N/R	N/R
Communication	2	4	N/R	2	3	N/R	N/R
English	21	18	16	12	14		11
Biology	10	6	3	5	4		2
Chemistry	N/R	N/R	1	N/R	4	N/R	N/R
Earth Science	N/R	1	N/R	1	4	N/R	N/R
Physical Science	2	N/R	N/R	N/R	N/R	N/R	N/R
Physics	N/R	2	2	1	1	N/R	N/R
Geography	N/R	1	1	2	N/R	N/R	N/R
History	13	11	7	11	11	N/R	N/R
Political Science	1	N/R	N/R	N/R	1		2
Psychology	3	1	2	3	3	N/R	N/R
Social Science	5	5	4	5	4		5
Sociology	2	N/R	2	3	N/R		1
Business	5	8	2	6	4		4
	275	311	259	259	284	32	N/R

WSU
Minors

Licensure Area	1998-	1999-	2000-	2001-	2002-	2nd Year Student s 2003-2004	1st Year Student s 2003-2004
SPED-Mild/Moderate	2	1	7	2	6	N/R	N/R
Visual Arts	3	1	1	2	2	N/R	N/R
Dance	N/R	N/R	1	1	N/R	N/R	N/R
Drama (theater)	N/R	N/R	N/R	1	2	N/R	N/R
German	2	N/R	N/R	N/R	1	N/R	N/R
Spanish	1	6	5	2	8	N/R	N/R
Health	4	5	2	6	4	N/R	N/R
Physical Education	2	1	3	N/R	N/R	N/R	N/R
Physical Education/Sports/Coaching	5	4	5	2	3	N/R	N/R
Mathematics	N/R	6	5	N/R	1	N/R	N/R
Mathematics/Statistics	N/R	N/R	N/R	N/R	N/R	N/R	N/R
Bilingual/ESL	1	2	3	2	N/R	N/R	N/R
Communication	4	1	6	4	3	N/R	N/R
English	2	4	2	3	1	N/R	N/R
English as a Second Language (ESL)	N/R	3	7	7	8	N/R	N/R
Journalism	1	N/R	3	1	N/R	N/R	N/R
Chemistry	4	2	1	N/R	3	N/R	N/R
Geology	N/R	N/R	N/R	N/R	N/R	N/R	N/R
Physics	2	N/R	1	N/R	3	N/R	N/R
Geography	1	2	4	3	2	N/R	N/R
History	7	8	7	7	4	N/R	N/R
Political Science	3	3	1	N/R	2	N/R	N/R
Psychology	5	4	2	2	3	N/R	N/R
Social Science	1	3	N/R	3	3	N/R	N/R
Sociology	N/R	N/R	N/R	1	N/R	N/R	N/R
Business Computer and Information Systems	7	10	1	8	3	N/R	N/R
Family and Consumer Sciences	1	3	N/R	N/R	N/R	N/R	N/R
Marketing Education	N/R	N/R	1	N/R	N/R	N/R	N/R
	58	69	68	57	62		

WSU Student Placement—Last Five Years

Alpine	8	Nebo	4
Beaver		NorthSanpete	1
Box Elder	13	North Summit	4
Cache	5	Ogden	57
Carbon		Park City	2
Daggett		Piute	
Davis	231	Provo	2
Duchesne		Rich	2
Emery		Salt Lake City	7
Garfield		San Juan	3
Grand		Sevier	
Granite	33	South Sanpete	
Iron		South Summit	3
Jordan	21	Tintic	
Juab		Tooele	4
Kane		Uintah	
Logan	3	Wasatch	3
Millard	1	Washington	7
Morgan	10	Wayne	
Murray	2	Weber	214



Westminster Students Recommended for Licensure

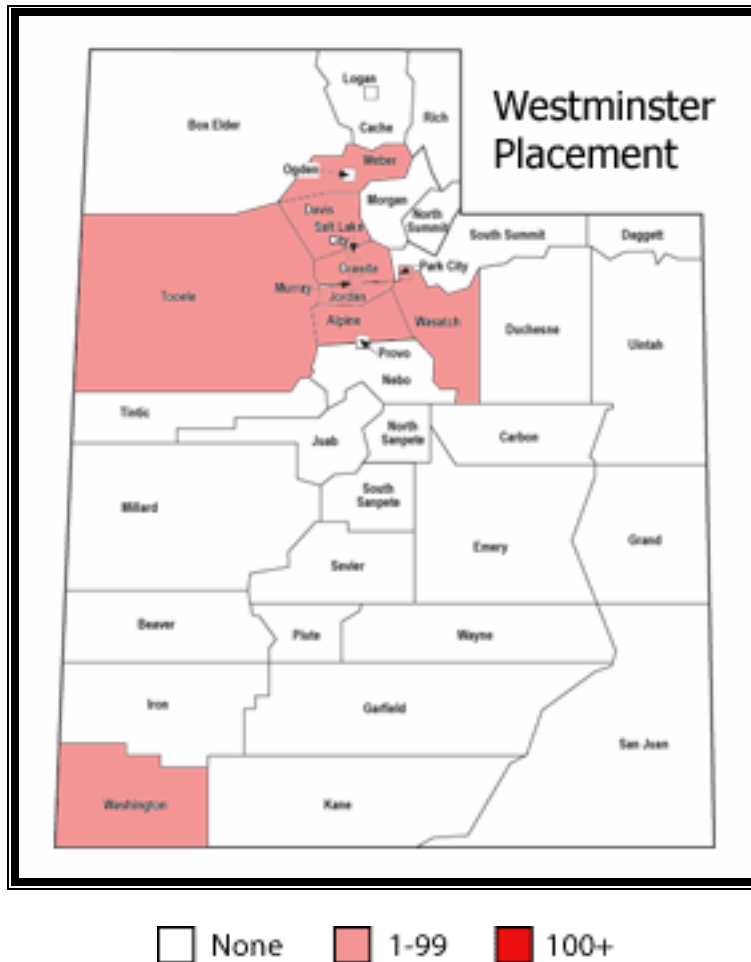
Licensure Area	1998-	1999-	2000-	2001-	2002-	2nd Year Students 2003-2004	1st Year Students 2003-2004
Early Childhood, K-3	10	8	12	13	12	14	11
Elementary, 1-8	22	24	30	23	22	22	28
Secondary, 6-12	23	25	17	12	23	14	22
Visual Arts	0	1	3	1	6	1	0
Mathematics	1	2	2	1	0	3	2
English	6	11	5	4	7	2	7
Biology	7	5	3	1	0	1	0
Physical Science	1	0	0	0	0	1	0
Physics	N/R	N/R	N/R	N/R	N/R	N/R	1
History	3	4	2	4	5	2	5
Social Science	4	2	4	2	5	3	4
	77	82	78	61	80	63	80

Westminster Minors

Licensure Area	1998-	1999-	2000-	2001-	2002-	2nd Year Student s 2003- 2004	1st Year Student s 2003- 2004
SPED-Mild/Moderate	0	3	12	8	7	5	19
Visual Arts	6	8	5	3	7	7	4
Drama (theater)	2	1	1	1	2	2	1
French	2	2	0	1	3	1	0
Spanish	9	6	6	6	6	8	7
Mathematics	0	1	0	0	0	1	0
Communication	1	2	0	0	0	0	1
English	4	6	6	5	6	3	4
History	8	11	12	9	12	10	10
Psychology	5	5	4	6	5	4	3
Social Science	N/R	N/R	N/R	N/R	1	N/R	N/R
Family and Consumer Sciences	1	2	0	1	0	0	0
	38	47	46	40	49	41	49

Westminster Student Placement—Last Five Years

Alpine	1	Nebo	
Beaver		NorthSanpete	
Box Elder		North Summit	
Cache		Ogden	
Carbon		Park City	4
Daggett		Piute	
Davis	6	Provo	
Duchesne		Rich	
Emery		Salt Lake City	12
Garfield		San Juan	
Grand		Sevier	
Granite	61	South Sanpete	
Iron		South Summit	
Jordan	48	Tintic	
Juab		Tooele	4
Kane		Uintah	
Logan		Wasatch	1
Millard		Washington	1
Morgan		Wayne	
Murray	8	Weber	3



Appendices

Appendix A: Ethnicity by District

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Alpine	Pre-K				12.5			2.9	
	Comb	0			2.18				
	Elem	3	6	1	1025.6	10		54.3	
	Middle								
	Secondary	2	5		722.6	3.7	1.5	40.8	
	Sped Comb				2				
	Elementary	0.5	1		139.2		1	16.9	
	Middle								
	Secondary	1.5			88.9	1		8.9	
	District				29.5			1	
	Elementary				53.6	1		2.3	
	Middle								
	Secondary		1		126	1		1.7	
	Other-K								
Totals		7	13	1	2202.08	16.7	2.5	128.8	2371.08

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Beaver	Pre-K				0.5				
	Comb				0.17				
	Elem				34			2	
	Middle								
	Secondary	1			26.3			3	
	Sped Comb				0.25				
	Elementary				2.75				
	Middle								
	Secondary				1.5				
	District				3.5				
	Elementary				2.5				
	Middle								
	Secondary				5.6				
	Other-K								
Totals		1			77.07			5	83.07

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Box Elder	Pre-K				5				
	Comb				1.82				
	Elem		2		193.3	1		2.5	
	Middle				66.8				
	Secondary		1		162.2	1		3	
	Sped Comb				5				
	Elementary	1			24.6			2	
	Middle				10.5				
	Secondary				17.1				
	District				6.8				
	Elementary				11.3				
	Middle				11				
	Secondary		1		27.01				
	Other-K								
Totals		1	4		542.43	2		7.5	556.93

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Cache	Pre-K				1.9				
	Comb				3.5				
	Elem	1.5			233.4	0.11		7.3	
	Middle	2			75.2	1		2.7	
	Secondary				179.2	0.8		4.7	
	Sped Comb				3				
	Elementary				35.74			5.1	
	Middle				9			0.5	
	Secondary				14.33	1		1.1	
	District				8				
	Elementary				25				
	Middle	0.43			12.3				
	Secondary	0.43			26.82				
	Other-K								
Totals		4.36			627.39	2.91		21.4	656.06

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Carbon	Pre-K				2				
	Comb				4	4.8			
	Elem	1			75.3			1.7	
	Middle					5			
	Secondary	1	1		72.4			2.3	
	Sped Comb				6				
	Elementary				18			0.5	
	Middle								
	Secondary	1			8				
	District				5.8	1			
	Elementary				8				
	Middle								
	Secondary				13.83	2			
	Other-K								
Totals		3	1		213.33	12.8		4.5	234.63

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Daggett	Pre-K				0				
	Comb				0				
	Elem				4.9				
	Middle				0				
	Secondary				6.9				
	Sped Comb								
	Elementary								
	Middle				0				
	Secondary				0.75				
	District				0.81				
	Elementary				0.4				
	Middle				0				
	Secondary				2				
	Other-K								
Totals					15.76				15.76

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Davis	Pre-K				15.4			1	
	Comb				22.9	1			
	Elem	1	8	5	1240.6	9.5		2.6	
	Middle								
	Secondary	4	6.1	1.1	1034.8	10.5		1.8	
	Sped Comb		2		78.55			0.8	
	Elementary		1		114.1	4.5		0.3	
	Middle								
	Secondary	1	0.87	0.91	107.85			2.3	
	District		1		54.98	3			
	Elementary		1		106.37	2			
	Middle								
	Secondary		3	1	171.05				
	Other-K				2.75				
Totals		6	22.97	8.01	2949.35	30.5		8.8	3025.63

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Duchesne	Pre-K				1				
	Comb				1.5				
	Elem		1		94.2			2.3	
	Middle								
	Secondary		1		83.9	1		7.3	
	Sped Comb				1				
	Elementary				10.3				
	Middle								
	Secondary				9.9				
	District				4.5				
	Elementary				8.5			1	
	Middle								
	Secondary				14.4			0.75	
	Other-K								
Totals			2		229.2	1		11.35	243.55

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Emery	Pre-K				1				
	Comb								
	Elem				58			0.7	
	Middle								
	Secondary				53.3	1		1	
	Sped Comb								
	Elementary	1			8				
	Middle								
	Secondary				3.5			1	
	District				4.5				
	Elementary				5			1	
	Middle								
	Secondary				6.83				
	Other-K								
Totals		1			140.13	1		3.7	145.83

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Garfield	Pre-K				1.1				
	Comb								
	Elem				28.7				
	Middle								
	Secondary				30.7				
	Sped Comb				1				
	Elementary				1.3			0.25	
	Middle				0				
	Secondary				2.4			0.75	
	District				4.2				
	Elementary				3				
	Middle								
	Secondary				5.5				
	Other-K								
Totals					77.9			1	78.9

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Grand	Pre-K				1				
	Comb								
	Elem		1		33.3			1	
	Middle								
	Secondary				32.5	1		1.9	
	Sped Comb								
	Elementary				6				
	Middle								
	Secondary				3.45			1	
	District				1				
	Elementary				3				
	Middle								
	Secondary				7.1				
	Other-K								
Totals			1		87.35	1		3.9	93.25

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Granite	Pre-K				13		1	3	
	Comb			1	97.4	1		12.1	
	Elem	1	14		1374.3	16	2	99.2	
	Middle								
	Secondary	1	21	3	1060	10.2	3.1	81.3	
	Sped Comb				62.3	1		7.5	
	Elementary			2	137.5	2	2	24.4	
	Middle								
	Secondary		1		118.5	3	1.9	10.9	
	District		1	1	106.3		2	5.5	
	Elementary	1	1	1	66.8	1		4	
	Middle								
	Secondary		1	1	164.47	4.5	2	16.5	
	Other-K				3				
Totals		3	39	9	3203.57	38.7	14	264.4	3571.67

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Iron	Pre-K				5				
	Comb				3			0.5	
	Elem	2	1		148	1		4.2	
	Middle								
	Secondary	4.3			130.5	0.7	2	4.6	
	Sped Comb								
	Elementary				15.5			3	
	Middle								
	Secondary				16.7			3	
	District				8.5				
	Elementary				13				
	Middle								
	Secondary				17.8				
	Other-K								
Totals		6.3	1		358	1.7	2	15.3	384.3

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Jordan	Pre-K				17.7			2.7	
	Comb				7.8				
	Elem	2	11.8	1.8	1397.3	8		63.2	
	Middle								
	Secondary	7	7.6	1	1152.4	15.7	2.9	63.1	
	Sped Comb								
	Elementary		5.5		221			14.24	
	Middle								
	Secondary		3		123	1.3	1	14.27	
	District		1	1	40.3	2		0.6	
	Elementary				100.7	3		1.5	
	Middle								
	Secondary		2	1	212.2	5	1	3	
	Other-K								
Totals		9	30.9	4.8	3272.4	35	4.9	162.61	3519.61

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Juab	Pre-K				2				
	Comb								
	Elem				38.3				
	Middle								
	Secondary				31.6				
	Sped Comb							1	
	Elementary				4.53			1	
	Middle								
	Secondary				4.4				
	District				1.5				
	Elementary				1.5			1	
	Middle								
	Secondary				3.6				
	Other-K								
Totals					87.43			3	90.43

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Kane	Pre-K				1.6				
	Comb				2				
	Elem				26.5			2.3	
	Middle								
	Secondary				34.2			3.3	
	Sped Comb				0.3				
	Elementary				1.5				
	Middle								
	Secondary				2.5			1.9	
	District				1				
	Elementary				1.5				
	Middle								
	Secondary				3.44				
	Other-K								
Totals					74.54			7.5	82.04

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Logan	Pre-K				1			1	
	Comb				3.6				
	Elem				120.5	3		3.5	
	Middle		1		60.1		2	2	
	Secondary		1		67.9			1.1	
	Sped Comb				1				
	Elementary				16.6			1.25	
	Middle				6			1.5	
	Secondary				8.5			1.3	
	District				9				
	Elementary				8				
	Middle				7				
	Secondary	1			7.75				
	Other-K								
Totals		1	2		316.95	3	2	11.65	336.6

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Millard	Pre-K				3				
	Comb								
	Elem				55.1			1	
	Middle				36.7			2	
	Secondary				54.4			1	
	Sped Comb								
	Elementary				8				
	Middle				4				
	Secondary				4.9				
	District				5				
	Elementary				3				
	Middle				5.68				
	Secondary	1			8.2				
	Other-K								
Totals		1			187.98			4	192.98

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Morgan	Pre-K				1				
	Comb								
	Elem			1	28	0.5		1	
	Middle				28.2			1	
	Secondary				28.3				
	Sped Comb								
	Elementary				3			1	
	Middle				1				
	Secondary				2				
	District				1.25				
	Elementary				1				
	Middle				2.75				
	Secondary				4.23				
	Other-K								
Totals				1	100.73	0.5		3	105.23

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Murray	Pre-K				1.5				
	Comb				1.8				
	Elem		1		129.8			4.6	
	Middle								
	Secondary				120.8	1	1	6.8	
	Sped Comb				4.75				
	Elementary				9.5			2	
	Middle				0				
	Secondary				14.8			1	
	District		1		8				
	Elementary				12.4				
	Middle								
	Secondary	1			17.9				
	Other-K								
Totals		1	2		321.25	1	1	14.4	340.65

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Nebo	Pre-K				10.4			2	
	Comb				2.5				
	Elem	4.5			413.8	2		31.7	
	Middle	1			113.9			5.7	
	Secondary	1.2			276.5		1	14	
	Sped Comb				3.1				
	Elementary	1	1		59.2			8.5	
	Middle				14.4			2.1	
	Secondary	0.84	1		27.8			4.1	
	District				15.6				
	Elementary				39.7			1	
	Middle				16.5				
	Secondary				41.25		1	1	
	Other-K								
Totals		8.54	2		1034.65	2	2	70.1	1119.29

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
N. Sanpete	Pre-K				1				
	Comb				3.7				
	Elem				53.4				
	Middle				0				
	Secondary				45.9		1		
	Sped Comb				1				
	Elementary				5.5				
	Middle				0				
	Secondary				5.5				
	District				4				
	Elementary				4				
	Middle				0				
	Secondary				6				
	Other-K								
Totals					130		1		131

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
N. Summit	Pre-K				0.5				
	Comb								
	Elem	1			17.5				
	Middle				14				
	Secondary				15				
	Sped Comb								
	Elementary				2				
	Middle				2.2				
	Secondary				2				
	District				1				
	Elementary				1.5				
	Middle				2.3				
	Secondary				2.72				
	Other-K								
Totals		1			60.72				61.72

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Ogden	Pre-K				6.5	1			
	Comb				6.2				
	Elem	1.5	0.7	3	237.8	13	1	0.6	
	Middle				105.6	4		0.4	
	Secondary			4	135.7	3.9	4		
	Sped Comb				14.43	1.78			
	Elementary			1	22		1		
	Middle				15				
	Secondary			1	18.25			19.25	
	District				13	1			
	Elementary				38.86	1.75			
	Middle				16.45				
	Secondary			0.25	22.8				
	Other-K								
Totals		1.5	0.7	9.25	652.59	26.43	6	20.25	716.72

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Park City	Pre-K				1				
	Comb				0				
	Elem				89.1			6.5	
	Middle				42.3	1		10.1	
	Secondary				55	1		2.5	
	Sped Comb				2				
	Elementary				7.78			1	
	Middle				4.45				
	Secondary				6.18			1	
	District				4.5				
	Elementary				12.5				
	Middle				7.78				
	Secondary				11.64				
	Other-K								
Totals					244.23	2		21.1	267.33

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Piute	Pre-K				0.75				
	Comb				1				
	Elem				9.2				
	Middle								
	Secondary				10.7			1	
	Sped Comb								
	Elementary				0.84				
	Middle								
	Secondary								
	District				1				
	Elementary								
	Middle								
	Secondary				0.76				
	Other-K								
Totals					24.25			1	25.25

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Provo	Pre-K				4.5			1	
	Comb				8.5			0.5	
	Elem	2	2		266.9	3.5	2	10.2	
	Middle				0				
	Secondary	0.2	5		230.6	5	1	4.5	
	Sped Comb				4.5				
	Elementary		2		52.6			3	
	Middle								
	Secondary		1		32.6		1	3.5	
	District				10				
	Elementary				33				
	Middle								
	Secondary				35.25	1	1	0.47	
	Other-K								
Totals		2.2	10		678.45	9.5	5	23.17	728.32

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Rich	Pre-K				0				
	Comb								
	Elem				12.5			0.2	
	Middle				7.6				
	Secondary				10.6				
	Sped Comb				0.67				
	Elementary								
	Middle								
	Secondary				1				
	District				1				
	Elementary								
	Middle				0.89				
	Secondary				0.86				
	Other-K								
Totals					35.12			0.2	35.32

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Salt Lake	Pre-K				5.75				
	Comb				17				
	Elem	2.2	12	3	515.8	32		15.7	
	Middle								
	Secondary	3	5	9	378.7	13.9	2	16	
	Sped Comb				22.1	0.9		1.9	
	Elementary	1	1		79.5	3		5.6	
	Middle								
	Secondary			1	54.9	0.65		5.3	
	District	3		1	37.1	4		1.5	
	Elementary		2	1	63.2	3		1	
	Middle								
	Secondary			2	51.8	10			
	Other-K								
Totals		9.2	20	17	1225.85	67.45	2	47	1388.5

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
San Juan	Pre-K	1			2.25			1	
	Comb	1	1		1				
	Elem	18.4			57.6				
	Middle	1	1		15.6				
	Secondary	11.1			56.8			11.9	
	Sped Comb								
	Elementary	2			4.75				
	Middle				2				
	Secondary	1.83			6.33				
	District	2			12.5				
	Elementary	2			7				
	Middle				3.8				
	Secondary	2.5			12.3			0.61	
	Other-K								
Totals		42.83	2		181.93			13.51	240.27

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Sevier	Pre-K				4				
	Comb								
	Elem	2			78.2			3	
	Middle				45.5	1			
	Secondary				46.5			1	
	Sped Comb				1				
	Elementary				10			1	
	Middle				5.5				
	Secondary				8.2				
	District				5				
	Elementary				3.5				
	Middle				3				
	Secondary	1			7.53				
	Other-K								
Totals		3			217.93	1		5	226.93

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
S. Sanpete	Pre-K				1.7	1			
	Comb				9.3	1			
	Elem				51.1				
	Middle	1			31.8				
	Secondary			1	43.2			1	
	Sped Comb				2.75				
	Elementary				3.71				
	Middle				2.7				
	Secondary				4				
	District				6				
	Elementary				3				
	Middle				4.5				
	Secondary				4				
	Other-K								
Totals		1		1	167.76	2		1	172.76

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
S. Summit	Pre-K							0.2	
	Comb								
	Elem				28.5			2	
	Middle				17.5				
	Secondary				18.8				
	Sped Comb								
	Elementary				2.6				
	Middle				1				
	Secondary				1				
	District				1				
	Elementary				2.5				
	Middle				2.5				
	Secondary				1.54				
	Other-K								
Totals					76.94			2.2	79.14

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Tintic	Pre-K				0.5				
	Comb				0.83				
	Elem				8.9				
	Middle								
	Secondary				10				
	Sped Comb								
	Elementary				0.49				
	Middle								
	Secondary				0.34				
	District				1				
	Elementary				0.79				
	Middle								
	Secondary				1.9				
	Other-K								
Totals					24.75				24.75

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Tooele	Pre-K				5.5				
	Comb				3.4				
	Elem	2	1		213.6	9		13.3	
	Middle								
	Secondary	2	2	2	156.3	4	1	15.9	
	Sped Comb				4.31				
	Elementary		1		24.17	0.5		4.6	
	Middle								
	Secondary				21.1		1	3.5	
	District				5.9				
	Elementary				12	0.5			
	Middle								
	Secondary				20.8	3		1	
	Other-K				1.9				
Totals		4	4	2	468.98	17	2	38.3	536.28

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Uintah	Pre-K				4				
	Comb								
	Elem	4			110	2		1	
	Middle				41.8				
	Secondary	1			79.3				
	Sped Comb				1				
	Elementary				7.5				
	Middle				7				
	Secondary				9.75				
	District				6.5				
	Elementary				7				
	Middle	1			5				
	Secondary				12.5				
	Other-K								
Totals		6			291.35	2		1	300.35

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Wasatch	Pre-K				2				
	Comb				1				
	Elem	1			65.2	1		2	
	Middle			1	25.5				
	Secondary				62.4			5	
	Sped Comb								
	Elementary				7.53			2	
	Middle				4.2	1			
	Secondary				7.05			0.5	
	District				3				
	Elementary				6.5				
	Middle				5.5				
	Secondary				12.2				
	Other-K								
Totals		1		1	202.08	2		9.5	215.58

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Washington	Pre-K				6.5				
	Comb				1.7				
	Elem		1		365.5	1.7		4.5	
	Middle				113.4			1	
	Secondary		1		288	3		4	
	Sped Comb				5.4				
	Elementary	1	1		39.8			3	
	Middle		1		15				
	Secondary				39.2			1	
	District				13				
	Elementary				28.2				
	Middle				12				
	Secondary				45.8	1			
	Other-K								
Totals		1	4		973.5	5.7		13.5	997.7

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Wayne	Pre-K				0.25				
	Comb				0.5				
	Elem				12.3				
	Middle				7.8				
	Secondary				11				
	Sped Comb								
	Elementary				1.75				
	Middle				0.85				
	Secondary				0.5				
	District				1				
	Elementary				0.5				
	Middle				0.4				
	Secondary				1.5				
	Other-K								
Totals					38.35				38.35

District	Area	American Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander	Unknown	Grand Total
Weber	Pre-K				10.7				
	Comb				2				
	Elem		3		557	3	1	2.5	
	Middle								
	Secondary		1.3		490.2	3		1	
	Sped Comb								
	Elementary		1	2	89.64	0.8		1	
	Middle								
	Secondary		1	1	87.8				
	District				19.5				
	Elementary				47.6				
	Middle								
	Secondary	1	2.67	1	87.9	1			
	Other-K								
Totals		1	8.97	4	1392.34	7.8	1	4.5	1419.61

Appendix B Retirement Data—As reported by district.

OrgName	2003	2002	2001	2000	1999	Total
Alpine	69	59	57	49	36	270
Beaver	0	10	5	1	1	17
Box Elder	17	12	11	8	23	71
Cache	10	9	9	9	9	46
Carbon	9	7	7	7	5	35
Daggett	1	0	1	0	0	2
Davis	64	49	63	71	50	297
Duchesne	5	3	3	5	4	20
Emery	8	7	5	3	7	30
Garfield	0	4	0	1	0	5
Grand	1	1	2	0	1	5
Granite	123	82	106	138	90	539
Iron	6	6	15	1	5	33
Jordan	91	86	82	78	81	418
Juab	1	1	1	1	0	4
Kane	7	3	1	0	1	12
Logan	6	4	3	9	8	30
Millard	4	3	10	3	4	24
Morgan	0	3	1	3	1	8
Murray	8	7	6	4	13	38
Nebo	24	16	15	17	21	93
North Sanpete	3	3	2	5	3	16
North Summit	1	2	0	0	1	4
Ogden*	20	20	20	20	20	100
Park City	3	2	0	0	0	5
Piute	0	3	0	0	0	3
Provo	21	22	19	18	17	97
Rich	0	0	1	2	1	4
Salt Lake City	32	42	42	39	46	201
San Juan	9	6	6	4	4	29
Sevier	8	7	4	7	4	30
South Sanpete	2	2	3	3	3	13
South Summit	6	0	10	2	6	24
Tintic	2	0	1	0	0	3
Tooele	11	10	3	5	3	32
Uintah	30	15	8	3	2	58
Wasatch	5	0	3	3	3	14
Washington**	16	16	16	16	16	80
Wayne	0	1	1	1	1	4
Weber	40	46	41	39	29	195
Total	663	569	583	575	519	2909

* Ogden district did not report this data. Figures are based on average Salt Lake retirement data of 2.85%.

** Washington does not keep retirement data. This figure is based on average Nebo district retirement of 1.5%.

***These figures vary from CACTUS data. CACTUS reports that 497 people left education due to retirement in 2003. CACTUS also reported 767 individuals who left for unknown reasons. We suppose the difference forms part of the unreported data, but cannot speculate on the reasons the other 601 individuals in the unknown category left education.

Appendix C—Attrition for the Past 5 Years as Recorded in CACTUS

Collection of this data is a recent addition to CACTUS. Only in the past 3 years has the data begun to account for the majority of attrition. See also Appendix B.

Reason for leaving	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Career Change		2	169	206	196
Death		1	17	16	18
End of Contract		0	54	477	337
Leave of Absence		0	172	183	150
Leaving Education		3	296	358	251
Disability		0	2	21	26
Relocation		2	723	391	436
Retirement		2	437	476	497
Transfer		0	61	67	99
Unknown	1758	2039	590	586	767
Total	1758	2049	2521	2781	2777

Appendix D—2003-2004 Hires as Reported in the Survey of Criticality of Personnel Needs (USOE, 2003)

Area	# of Hires	Area	# of Hires	Area	# of Hires
Administrative, Elementary		Botany		Construction Trades	2
Administrative-Supervisory	70	Chemistry	10	Mechanics & Repairs	
Library/Media	10	Earth Science	14	Precision Production	3.5
School Counselor	40.25	Geology	1	Transportation	
School Psychology	28	Integrated Science	54	Commercial Art	2.5
School Social Worker	2	Physics	8	HEALTHY LIFESTYLES	
Early Childhood (k-3)	302	Physical Science	7	Health	17
Elementary (1-8)	621	Zoology		Physical Education	43.5
SECONDARY (6-12)		MATHEMATICS	18	SPECIAL EDUCATION	
FINE ARTS		Level 2	19	Hearing Impaired (Deaf)	1
Art	20	Level 3	42	Mild/Moderate	171.5
Dance	10	Level 4	66	Severe Handicapped	49
Humanities	6.5	Computer Science	5	Visually Impaired	2
Music	48	FOREIGN LANGUAGE		Special Education (Birth-Age 5)	28
LANGUAGE ARTS		Chinese	1	COMMUNICATION DISORDERS	
communication	4	French	15.5	Audiology	1
Drama (Theater)	14	German	6	Speech Pathology	43
English	129.5	Japanese		OTHER	
Journalism	3	Latin		Coaching	17
Reading	37	Russian	1	Driver and Safety Ed.	2.2
Speech	7	Sign Language	5	Recreation	
ESL	32	Spanish	36.5	Data Processing	
SOCIAL STUDIES		APPLIED TECHNOLOGY EDUCATION		Family Life	1
Anthropology		Agriculture	10	Gifted and Talented	3
Economics		Business	21	Multicultural Education	
Geography	9	Business/Marketing	5	Native American Studies	
History	41	Family Consumer Science	39.25	Photography	1
Political Science	2	Health Science	9	Physical Therapist	1
Psychology	6	Marketing Education	3	Occupational Therapist	3
Social Studies	41	Technology Education	24	Adaptive P.E.	1
Sociology	2	Trade, Technical & Industrial Education	7	TOTAL	2337.7
SCIENCE		TV Broadcasting	2		
Biology	24	Computer & Information Services	6		

Appendix E—Licensure Area Shortage Predictions Based on Current Endorsement Levels (10-Year Predictions)

Area of Concentration (Admin, Library Media, Elementary Education)

Criticality (# of districts reporting critical shortage)	Area	Total Positions	Attrition (12.7% over 10 years)	Growth: 24.5%	Total Need over 10 years	Per Year Need	Per Year Average of Graduates over past 3 years	Percentage of Needs Met by Graduates based on 50% Placement
*	Administration	1679	2132.33	411.355	2543.685	254.3685	107.33	21.10%
*	Elementary	11310	14363.7	2770.95	17134.65	1713.465	952.67	27.80%
*	Early Childhood (K- 3)	41	52.07	10.045	62.115	6.2115	199.67	1607.26%
*	Early Childhood (PreSchool)	196	248.92	48.02	296.94	29.694		0.00%
*	Library Media	314	398.78	76.93	475.71	47.571	55	57.81%
*	School Counselor	1137	1443.99	278.565	1722.555	172.2555	64.67	18.77%
*	School Psychologist	212	269.24	51.94	321.18	32.118		0.00%
*	School Social Worker	128	162.56	31.36	193.92	19.392	23.67	61.03%

* No data or incomplete data for this area.

Special Education

Criticality (# of districts reporting critical shortage)		Total Positions	Attrition (12.7% over 10 years)	Growth: 24.5%	Total Need over 10 years	Per Year Need	Per Year Average of Graduates over past 3 years	Percentage of Needs Met by Graduates based on 50% Placement
Area								
13	SPED Hearing Impaired	88	111.76	21.56	133.32	13.332	8.67	32.52%
13	SPED Mild Moderate	1118	1419.86	273.91	1693.77	169.377	175.33	51.76%
20	SPED Severe	235	298.45	57.575	356.025	35.6025	31.33	44.00%
11	SPED Visually Impaired	57	72.39	13.965	86.355	8.6355	4	23.16%
17	SPED (B5)	211	267.97	51.695	319.665	31.9665	25	39.10%
*	SPED (B5) Hearing Impaired		0	0	0	0	2.67	*
*	SPED (B5) Visually Impaired	1	1.27	0.245	1.515	0.1515	4	1320.13%
21	CD--Speech Pathology	500	635	122.5	757.5	75.75	83.67	55.23%
12	CD--Audiology	28	35.56	6.86	42.42	4.242	5.67	66.83%

* No data or incomplete data for this area.

Fine Arts

Criticality (# of districts reporting critical shortage)	Area	Total Positions	Attrition (12.7% over 10 years)	Growth: 24.5%	Total Need over 10 years	Per Year Need	Per Year Average of Graduates over past 3 years	Percentage of Needs Met by Graduates based on 50% Placement
0	Visual Arts	1215	1543.05	297.675	1840.725	184.0725	50.33	13.67%
2	Dance	305	387.35	74.725	462.075	46.2075	17.67	19.12%
2	Theatre Arts	447	567.69	109.515	677.205	67.7205	24.33	17.96%
0	Humanities	0	0	0	0	0	30.67	*

* No data or incomplete data for this area.

Foreign Language

Criticality (# of districts reporting critical shortage)	Area	Total Positions	Attrition (12.7% over 10 years)	Growth: 24.5%	Total Need over 10 years	Per Year Need	Per Year Average of Graduates over past 3 years	Percentage of Needs Met by Graduates based on 50% Placement
12	American Sign Language	27	34.29	6.615	40.905	4.0905	0	0.00%
3	Chinese	4	5.08	0.98	6.06	0.606	2	165.02%
0	French	405	514.35	99.225	613.575	61.3575	23	18.74%
0	German	250	317.5	61.25	378.75	37.875	11.67	15.41%
2	Japanese	40	50.8	9.8	60.6	6.06	3	24.75%
4	Russian	10	12.7	2.45	15.15	1.515	3.33	109.90%
1	Spanish	747	948.69	183.015	1131.705	113.1705	72.33	31.96%
*	Spanish for Spanish speakers	45	57.15	11.025	68.175	6.8175		0.00%
3	Latin	16	20.32	3.92	24.24	2.424	0	0.00%
*	Other Languages	1	1.27	0.245	1.515	0.1515	0	0.00%
*	Navajo	14	17.78	3.43	21.21	2.121	0	0.00%
*	Ute	1	1.27	0.245	1.515	0.1515	0	0.00%
*	Italian	2	2.54	0.49	3.03	0.303	0	0.00%
*	Hebrew	1	1.27	0.245	1.515	0.1515	0	0.00%

* No data or incomplete data for this area.

Health, Safety, P.E.

Criticality (# of districts reporting critical shortage)	Area	Total Positions	Attrition (12.7% over 10 years)	Growth: 24.5%	Total Need over 10 years	Per Year Need	Per Year Average of Graduates over past 3 years	Percentage of Needs Met by Graduates based on 50% Placement
1	Health Education	471	598.17	115.395	713.565	71.3565	81.33	56.99%
0	Movement / Fitness Education	1571	1995.17	384.895	2380.065	238.0065	88.67	18.63%
1	Coaching (1)	60	76.2	14.7	90.9	9.09	63	346.53%
1	Driver's Ed	0	0	0	0	0	18	*

* No data or incomplete data for this area.

(1) Many are probably teaching Fitness Education

Math

Criticality (# of districts reporting critical shortage)	Area	Total Positions	Attrition (12.7% over 10 years)	Growth: 24.5%	Total Need over 10 years	Per Year Need	Per Year Average of Graduates over past 3 years	Percentage of Needs Met by Graduates based on 50% Placement
17/12	Level 4/3	3595	4565.65	880.775	5446.425	544.6425	121.33	11.14%

Language Arts

Criticality (# of districts reporting critical shortage)	Area	Total Positions	Attrition (12.7% over 10 years)	Growth: 24.5%	Total Need over 10 years	Per Year Need	Per Year Average of Graduates over past 3 years	Percentage of Needs Met by Graduates based on 50% Placement
1	Communications		0	0	0	0	10.67	*
7	ESL	*	0	0	0	0	47	*
1	Journalism	124	157.48	30.38	187.86	18.786	2.33	6.20%
4	Reading	403	511.81	98.735	610.545	61.0545	67.67	55.42%
8	Speech	143	181.61	35.035	216.645	21.6645	2	4.62%
*	Language Arts Electives (3)	867	1101.09	212.415	1313.505	131.3505		0.00%
1	Language Arts Required Core (4)	3202	4066.54	784.49	4851.03	485.103	192.67	19.86%

* No data or incomplete data for this area.

Science

Criticality (# of districts reporting critical shortage)	Area	Total Positions	Attrition (12.7% over 10 years)	Growth: 24.5%	Total Need over 10 years	Per Year Need	Per Year Average of Graduates over past 3 years	Percentage of Needs Met by Graduates based on 50% Placement
4	Biological Science	660	838.2	161.7	999.9	99.99	73.33	36.67%
2	Botany	0	0	0	0	0	0	*
8	Chemistry	257	326.39	62.965	389.355	38.9355	25	32.10%
5	(6) Earth Science	378	480.06	92.61	572.67	57.267	7.33	6.40%
7	Integrated Science (7)	722	916.94	176.89	1093.83	109.383	0	0.00%
10	Physics	207	262.89	50.715	313.605	31.3605	20	31.89%
*	Anthropology	3	3.81	0.735	4.545	0.4545	0	0.00%
4	Physical Science	0	0	0	0	0	7.33	*

* No data or incomplete data for this area.

Social Studies

Criticality (# of districts reporting critical shortage)	Area	Total Positions	Attrition (12.7% over 10 years)	Growth: 24.5%	Total Need over 10 years	Per Year Need	Per Year Average of Graduates over past 3 years	Percentage of Needs Met by Graduates based on 50% Placement
0	Economics	24	30.48	5.88	36.36	3.636	0	0.00%
0	Geography	416	528.32	101.92	630.24	63.024	20	15.87%
0	History	1761	2236.47	431.445	2667.915	266.7915	186.67	34.98%
0	Political Science	217	275.59	53.165	328.755	32.8755	16	24.33%
0	Psychology	135	171.45	33.075	204.525	20.4525	48	117.35%
0	Sociology (1)	68	86.36	16.66	103.02	10.302	11	53.39%
0	Social Sciences	7	8.89	1.715	10.605	1.0605	65.33	3080.15%

Applied Technology Education (ATE)—Lack of data on specific areas gathered for this area resulted in this being an aggregate report.

Criticality (# of districts reporting critical shortage)	Area	Total Positions	Attrition (12.7% over 10 years)	Growth: 24.5%	Total Need over 10 years	Per Year Need	Per Year Average of Graduates over past 3 years	Percentage of Needs Met by Graduates based on 50% Placement
	ATE	1397	1774.19	342.265	2116.455	211.6455	85	20.08%
5	Agriculture						11.67	
4	Business						23.33	
*	Business Information Systems						4	
2	Family and Consumer Sciences						13.33	
8	Technology Education						30.67	
2	Marketing Education						2	

Other

Criticality (# of districts reporting critical shortage)	Area	Total Positions	Attrition (12.7% over 10 years)	Growth: 24.5%	Total Need over 10 years	Per Year Need	Per Year Average of Graduates over past 3 years	Percentage of Needs Met by Graduates based on 50% Placement
*	Computer Science	75	95.25	18.375	113.625	11.3625	2	8.80%
*	Distance Learning							
4	Gifted and Talented	42	53.34	10.29	63.63	6.363	0	0.00%

Appendix F--Data Concerns

In terms of actual placement numbers by colleges and universities, we had to rely on the numbers of teachers who were still actually teaching for the placement figures. We were not able to get the data for each position that was filled during the last five years and the source of the hire (institution, district, returning to active status after hiatus). Thus the numbers we have estimate the correct percentages for placement, but the total number of placements would be higher. (See State Report, District Reports, and College and University Reports)

Endorsement data by discipline is done by counting an educator for each major category in which he or she has endorsements. This means educators may be counted more than once, leading to somewhat misleading numbers. Still, it provides a ballpark figure for the needs in each discipline. (State Report, Appendix E)

Comparing licensure areas to positions is a difficult proposition. When we asked districts to break out their needs by licensure area, they found it so difficult to accomplish they asked that the request be cancelled. Districts track personnel by position, not licensure area. Compounding this problem is the number of positions that can be taught by a single licensure area. More coordination between the higher and public education systems would make keeping and collecting this data simpler.

There is still a large area of attrition whose source is unknown. Tracking retirement and other factors requires that this number be lowered significantly through better data keeping at the district level and better reporting of this data to the state office of education. All districts are not currently keeping track of why people leave education, but this is data that should be gathered. (See Appendices B & C)

Data reports generated by the state often were generated in PDF format. While it is understandable, given the current system, that the output from the database is in printer format, it is also unwieldy and difficult to manage. Significant time was spent re-aggregating or simply transferring data.

Colleges and universities only sporadically track their current student population (those who will graduate in the current year and in the upcoming year). This practice is understandable from an administrative point of view, but it also makes understanding statewide trends extremely difficult. (See College and University Reports)

It is unclear if teachers using letters of authorization are unlicensed educators or licensed educators seeking another endorsement in a particular area. Reporting more complete data in this area would be useful.

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